

This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

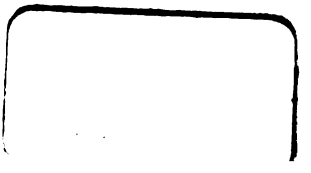
Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

Digitized by Google

BR DOC 650



HARVARD
COLLEGE
LIBRARY



Digitized by Google

Digitized by Google

)C 650



HARVARD
COLLEGE
LIBRARY



Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

BR DOC 650

Digitized by Google

REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

THIRTY-FIVE VOLUMES.

—(19.)—

EDUCATION (SCOTLAND).

Session

27 January 1887 —— 16 *September* 1887.

VOL. XXXII.

Digitized by Google

Brit. Doc. 871



Digitized by Google

REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

1887.

THIRTY-FIVE VOLUMES:—CONTENTS OF THE

NINETEENTH VOLUME.

N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the foot of each* Report; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *of the Volumes arranged for The House of Commons.*

EDUCATION (SCOTLAND):

[5135-1.] Report of the Committee of Council on Education in Scotland, with Appendix, 1886-87. p. 1

[5092.] Fourteenth Annual Report by the Accountant for Scotland to the Scotch Education Department. 435

Digitized by Google

Digitized by Google

REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND;

WITH

APPENDIX.

1886-87.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY EYRE AND SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

And to be purchased, either directly or through any Bookseller, from
EYRE AND SPOTTISWOODE, East Harding Street, Fleet Street, E.C., and
32, Abingdon Street, Westminster, S.W.; or
ADAM AND CHARLES BLACK, 6, North Bridge, Edinburgh; or
HODGES, FIGGIS, & Co., 104, Grafton Street, Dublin.

1887.

[C.—5135.-I.] *Price 2s. 4d.*

Digitized by Google

Digitized by Google

CONTENTS.

Page

REPORT BY THE COMMITTEE ON EDUCATION IN SCOTLAND TO HER MAJESTY THE QUEEN IN COUNCIL - vii

TABLES.

1. Children of School Age and on School Registers with average attendance - - - - - - - - xxxi
2. Information in regard to Standards - - - - - xxxii
3. Students in Training Colleges (under Denominations) - - - xxxiii
4. Sources from which Candidates for Training are drawn - - - xxxiii
5. Results of examinations in science of Training College Students - - xxxiv
6. Salaries of Teachers - - - - - - - xxxvi
7. Compares result of past year with that of preceding year - - xxxvii
8. Results of inspection for 1886 - - - - - - xxxviii
9. Population, number of Schools, accommodation, &c. - - - xl

o 51936. Wt. 7881.

Digitized by Google

APPENDIX TO REPORT.

PART I.

Page

ADMINISTRATION OF EDUCATION (SCOTLAND) ACTS, 1872 and 1878.

List of Parishes and Burghs in each County of Scotland having separate School Boards, with the Population as at the Census of 1881 - - 1

Sales sanctioned under Section 36 of Education (Scotland) Act, 1872 - 33

Transfer sanctioned under Sections 38 and 39 of Education (Scotland) Act, 1872 - - - - - - - - 33

Loans sanctioned by the Scotch Education Department under Section 45 of the Education (Scotland) Act, 1872 - - - - - - 33

List of Schools recognised under Section 67 (2) of the Education (Scotland) Act, 1872 - - - - - - - 35

Number of children educated, and cost of education to parochial boards, in each county of Scotland, for year ended 14 May 1886 - - 36

MINUTES, CODE, INSTRUCTIONS, &c.

Appointment of Committees of Council on Education in Scotland - 38

Appointment of Vice-Presidents - - - - - - - 38

„ „ Secretary to Educational Endowments (Scotland) Commission - - - - - - - - - 40

Code (1887) - - - - - - - - - 41

Inspectors' Districts, Staff, and Head Quarters - - - - 90

School Registers. Circular to Managers of Schools - - - 95

Regulations with regard to School Registers and the method of keeping them - - - - - - - - - 96

School Supply. Circular to School Boards - - - - 99

Needlework. Instructions to H. M. Inspectors - - - - 103

Special Grant. Circular to Parish School Boards in certain counties - 107

List of Teachers whose certificates have been cancelled or temporarily suspended, and of Schools the grants to which have been refused in consequence of falsified or inaccurate registration, &c. - - - 110

List of Papers relating to Education and Educational Endowments, presented to Parliament by the Committee of Council on Education, 1886–87 - - - - - - - - 112

HIGHER CLASS SCHOOLS.

Circular as to inspection (Burgh and Voluntary Schools) - - - 114

„ „ (Endowed Schools) - - - - 114

Instructions to Examiners - - - - - - 117

Further letter as to inspection - - - - - - 117

General Report by Professor Chrystal - - - - - 119

TABLES.

1. *Expenditure* from *Education Grants* - - - - - 127

2. *Building Grants* - - - - - - - - - 128

Digitized by Google

PART II.

ELEMENTARY SCHOOLS.

Tables showing Results of Inspection for the Year ending 30th September 1886.

	Page
1. Actual Number of Annual Grant Schools, Accommodation, and number of scholars in those Schools	130
1A. General Summary of Statistics of Inspection of Day Schools	131
2. School Staff; Certificated Teachers and Assistant Teachers	132
2A. School Staff; Pupil-Teachers, &c.	133
3. Average Salaries of Teachers	134
3A. Number of Teachers in receipt of Salaries of certain specified Amounts	135
4. School Fees	136
5. Attendance	137
6. Examination and Results of Examination of Scholars in Standards I.–VI.	138
6A. Summary of Results of Examination of Scholars individually examined	140
6B. Summary of Results of Examination of Scholars collectively examined (Infants)	141
7. Numbers for extra payment under Article 19 A. (1), and B., 1 (b) and Article 21, in Highland Counties	142
7A. Numbers for extra payment under Article 19 A. (1), and B., 1 (b) and Article 21, in Highland Counties, according to Denominations	143
8. Numbers for payment under Article 19 C., D., and E.	144
9. Examination and Results of Examination under Article 21 (Specific Subjects)	145
9A. Subjects and Stages taken	146
10. General Summary of Statistics of Inspection of Night Schools	147
10A. Examination and Results of Examination of Scholars in Night Schools	148
11. School Income and Expenditure	150
12. Grants.—Amounts claimed. Deductions and Amounts granted	151
13. Abstracts of Income and Expenditure of Schools inspected for the last 10 Years	152
14. Table showing, under various heads, progress made during the last 10 Years	159
15. Population of School Age, Number of Scholars on Registers, and Number examined under Standards I.–VI. and Ex-Standard VI.	160

Reports of Her Majesty's Chief Inspectors.

1. *C. E. Wilson, Esq., LL.D.*, on the *Southern Division*	161
2. *J. Kerr, Esq., LL.D.*, on the *Western Division*	191
3. *R. Ogilvie, Esq.*, on the *Northern Division*	223

Digitized by Google

PART III.

TRAINING COLLEGES.

Page

Syllabus of Subjects of Examination for Certificates at Christmas 1887 - 253

List of Training Colleges under inspection - - - - - 269

TABLES.

1. Summary, showing *Original Cost* of *Buildings*, towards which Grants were made by the Committee of Council on Education; *Expenditure* in 1886; and *Number* of *Students* in 1887 - - - - - 270

2. Table showing *Number* of *Officers, Students*, &c. - - - 271

3. Table showing the *Income* and *Expenditure* of *Training Colleges for* 1886 - 272

4. Table showing *Average Cost per Student* at each Training College in 1886 - 274

5A. Summary of *Results* of *Examination* of Candidates for Admission, and for the Office of Teacher, 1886 - - - - - - 275

5B. Summary of Results of Examination of Students in Training Colleges at Christmas, 1886 - - - - - - - 276

6. Tabulated *Results* of *Examination* of Students, Christmas 1886 - - 277

Report of Her Majesty's Inspector, *C. E. Wilson, Esq., LL.D.* - - 281

Report of *John Stainer, Esq.*, Mus. Doc., Inspector of Music, on the Examination in Music of Students in Training Colleges - - - - 342

Report of The Hon. Mrs. R. E. Colborne, Directress of Needlework, on Needlework in Training Colleges - - - - - - 346

PART IV.

List (under Counties and School Board Districts) of Schools aided from the Parliamentary Grant (to 30 April 1887) - - - - - 348

Grants paid to School Boards, under Section 67, Education (Scotland) Act, 1872, during the period ended 30 April 1887 - - - - 392

Digitized by Google

THE REPORT

OF THE

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION IN SCOTLAND TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL,

For the Year 1886.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education in Scotland, humbly submit to Your Majesty this the Fourteenth Annual Report of our proceedings under the Education (Scotland) Act, 1872.

SUMMARY OF STATISTICS RELATING TO INSPECTED SCHOOLS.

Day schools.

In the year ending 30th September 1886 the inspectors visited 3,092 day schools to which annual grants were made, containing 3,388 departments under separate head teachers, and furnishing accommodation, at 8* square feet of superficial area per child, for 691,405 scholars, or rather more than one sixth of the estimated population. There were on the registers of these schools the names of 615,498 children, of whom—

123,936 were (infants) under 7 years of age;
448,355 between 7 and 13;
29,598 between 13 and 14; and
13,609 above 14.

Of these scholars, 542,902 were present on the day of the inspector's visit to their respective schools, while 476,890 were, on an average, in daily attendance throughout the year: 478,152 having made the requisite number of attendances were qualified to be examined, 65,723 (under 7) collectively, and 412,429 (above 7) individually, in reading, writing, and arithmetic; 60,805 were actually presented for collective and 373,838 for individual examination. Of these last, 298,054 passed the prescribed test without failure in any one of the three subjects, 94·05 scholars, out of every 100 examined, passed in reading, 91·7 in writing, and 86·78 in arithmetic; each scholar examined made on an average 2·73 passes.

These statistics show the actual state of attendance and instruction in inspected schools. Before the year 1872, when the Education Act was passed, the Department had no statistics which could be tested from year to year, and from which a con-

* In schools built within recent years 10 square feet of area per child are required, so that the calculation given above is in excess of the real accommodation. In future reports the accommodation will be reckoned according to the footnote to Article 17(c) of the Code of 1887.

Digitized by Google

clusive inference could be drawn as to the state of education throughout the country. Only a certain number of schools sought inspection; and while the inquiries of the Education Commission led them to the conclusion that a large number of the schools not under inspection were not in an efficient condition, the Department had no means of acquiring an exact and accurate knowledge of the extent to which the educational provision of the country was defective or unsuitable. It is only since 1872 that we have been able to exhibit the results in a statistical form, and to draw reliable inferences as to the progress of education.

The figures given above show that the improvement which we have hitherto been able to record from year to year is still maintained; and in some particulars the rate of advance during the year with which this report deals has been unusually large.

The system under which these improved results are obtained, is supported from resources which may be broadly distinguished as local and imperial. The local contributions are of three kinds: voluntary subscriptions, rates, and school pence. Of these, the voluntary subscriptions (29,980*l.*) continue to show that spontaneous effort has not ceased with the imposition of a local rate. The expenditure from rates upon the annual maintenance of schools, apart from any repayment of, or interest upon, loans for providing them, has increased during the past year by 21,389*l.*, and now amounts to 227,530*l.* The third item in the local contributions, viz., the school pence, has also increased by 18,108*l.*, and now amounts to 308,229*l.*

On the other hand, the amount of Parliamentary grants to day inspected schools has increased from 410,995*l.* to 443,815*l.*; while the rate of grant has increased from 18*s.* 0½*d.* to 18*s.* 7½*d.* for each scholar in average attendance.*

But the day schools under inspection, to which the above statistics apply, are not the only institutions affected by the Parliamentary grant, and subject to the supervision of the Department.

Night schools. There are also night schools, of which there were examined during the year 166: 8,759 scholars above 12 years of age were, on an average, in attendance each night: 9,273 scholars were qualified for examination by having made the required number of attendances during the night school session. Of these, 6,885 were actually examined, and out of every 100 scholars so examined, 93·28 passed in reading, 85·98 in writing, and 70·91 in arithmetic.

---

* The cost of "maintenance" per child in average attendance was,—

In public schools - - - - - - 2*l.* 2*s.* 8¾*d.*

In voluntary schools - - - - - 1*l.* 17*s.* 10¼*d.*

Towards which there was contributed in	Public Schools. £	s.	d.	Voluntary Schools. £	s.	d.
By ratepayers - - -	0	11	7¼	—		
„ subscribers - - -	—			0	6	4¼
„ fees - - - -	0	12	9¾	0	12	2¼
„ endowment - - -	0	0	5¾	0	2	3
„ miscellaneous receipts - -	0	0	4¾	0	0	4¾
Total - - -	£1	5	3¼	£1	1	2¼

Digitized by Google

We regret to find that not only the number of these schools, but also the attendance at them, shows a tendency to fall off. We believe that the results they may accomplish in developing and rendering more permanent the work that has been begun in the day schools is of great value; and we would look to these schools as a means of giving useful instruction to children who attain at an early age the standard for full-time employment, and whose parents are compelled by their circumstances to take advantage of the exemption and to withdraw them from attendance at day schools. Under the new Code we have given a wider range to the instruction in the evening schools, and we trust that this may tend to popularise them, and to give to school boards and other managers further opportunity of adapting them to the requirements of the classes for whom they are intended, especially in the large cities.

Training colleges.

In addition to the day and night schools under inspection, we have also under our supervision seven training colleges, from which the supply of certificated teachers is mainly drawn. A detailed report upon these institutions, by the inspector of training colleges, will be found in the Appendix; but it is sufficient here to say that, while 6,704 certificated teachers are employed in aided schools, the number of students in the training colleges in 1886 was 859, almost all of whom, along with 278 candidates who were admitted to the examination as acting teachers, were examined for certificates in December last.

Rate of progress since 1872.

The following table shows in a comparative form statistics regarding the rate of progress since the Act of 1872 :—

	Years			
	1872.	1878.	1880.	1886.
ESTIMATED POPULATION - -	3,395,802	3,593,929	3,705,814	3,938,783
NUMBER OF SCHOOLS (Institutions) inspected - - - -	1,979	3,011	3,064	3,092
DEPARTMENTS—				
Day - - - -	2,133	3,290	3,377	3,388
Night - - - -	68	251	277	166
ACCOMMODATION—				
Day schools - - -	281,688	563,481	602,054	691,403
Night schools (not connected with day schools) - -	—	*3,257	*1,361	*64
PRESENT AT INSPECTION—				
Day scholars - - -	225,300	439,021	470,581	542,902
Night scholars - - -	2,641	12,911	14,809	8,120
AVERAGE ATTENDANCE—				
Day scholars - - -	213,549	377,257	404,618	476,890
Night scholars - -	3,653	13,123	14,297	8,759
NUMBER OF TEACHERS—				
Certificated - - -	2,566	4,953	5,330	6,704
Assistant - - - -	—	288	444	1,159
Pupil - - - -	3,642	4,883	4,582	3,782
Studying in Training Colleges -	729	1,039	892	859

* In 13 schools, 1878; in 8, 1880; and in 1, 1886; in the remaining cases, the night schools were held in the premises of day schools.

Digitized by Google

It may be useful to deal separately and in greater detail with the questions to which these statistics relate. We may first consider the extent to which, and the manner in which, adequate school accommodation has been provided, partly before the passing of the Act of 1872, and partly under the system instituted by that Act; next, the attendance of scholars at the schools so provided; thirdly, the standard of instruction which has been maintained and the points in which it is still to some extent deficient; and, lastly, the teaching power now available and the means existing or suggested for recruiting or developing that power.

I.—*School Supply.*

The aided schools, which in 1872 provided for 281,688 scholars, or for 8·3 per cent. of the population, were in 1886 sufficient for 701,598 scholars, or 17·81 per cent. of the population.*

Of the total increase of 419,910 seats, some 90,497 have been required to meet the growth of the population during the last 14 years. In certain cases accommodation may have been provided, somewhat in excess of present requirements, with a view to future needs. But, making every allowance for this, we must assume that a very large part of the rest of this increase (according to the calculation which we made in 1882, upwards of 274,000) is the measure of the deficiency in inspected schools at the passing of the Education Act.

It will be noticed that our statistics are necessarily confined to schools established, before the passing of the Act of 1872, with the aid of grants from the Education Department, and to those subsequently provided by school boards and voluntary agencies, under the supervision of the Department, since that Act was passed. It is true that for a period long previous a national system existed in Scotland: but for the extent to which that met the requirements of the country, and the deficiencies which

* The following table shows the classification of schools in the last three years as compared with that of 1872 :—

	1872.	1884.	1885.	1886.
Public schools	—	2,535	2,559	2,569
Church of Scotland	1,311†	112	104	96
Free church	523	27	26	26
Episcopal	46	77	74	75
Roman Catholic	22	150	154	154
Undenominational and other schools‡	—	230	226	220
Total	1,902	3,131	3,143	3,140

† Including parish (now public) schools, vested in the school boards by section 23 of the Act of 1872.

‡ Included with Church of Scotland and Free Church prior to 1879.

Digitized by Google

it presented, we must trust mainly to the inquiries of the Education Commission to which we have already referred.

Confining ourselves, then, within these limits, we find that from 1839, when the administration of the parliamentary vote was entrusted to the Committee of Council on Education, to 31st December 1886, grants to the amount of 686,780*l.* have been paid in aid of erecting 1,003 residences for teachers, and of

building 1,401 new schools for - - 284,284 scholars, and
enlarging or improving 498 schools for 53,615 „

or for 337,899 scholars in all.

For 72,081 of these scholars accommodation was provided before the passing of the Act of 1872 by voluntary effort, aided by school building grants, in 422 new and 128 improved schools; at a cost to the promoters of 230,122*l.* 14*s.* 8¼*d.*, and to the State of 109,411*l.* 3*s.* 1½*d.*; or at the rate of about 4*l.* 14*s.* 2*d.* per scholar.

But the greater part of this provision has been made since the passing of the Act of 1872. Since that date building grants have been made only to school boards, in respect of public schools, and during that period grants to the amount of 577,955*l.* have been paid to school boards for the erection of 980 new, and the enlargement or improvement of 370 old schools, and for 766 teachers' residences. With the aid of these grants, met by local expenditure from the rates, to the amount of 2,097,883*l.*, accommodation has been provided for 265,868 children, at a cost of 7*l.* 17*s.* 10*d.* per scholar from the rates, and of 2*l.* 3*s.* 5*d.* from the Parliamentary grant; or at a total rate of 10*l.* 1*s.* 3*d.* per scholar.

In order to meet the expenditure upon the supply of school accommodation, independent of that which was met by the Parliamentary grant, school boards were empowered under section 45 of the Act of 1872 to borrow money upon the security of the rates. Until August 1878, when the tenure of office by the Board of Education expired, applications to borrow required the sanction of that Board; and during that period loans raised with such sanction amounted to 2,398,802*l.* 8*s.* 9*d.* Since August 1878 the duty of sanctioning such loans devolved upon the Department, and we have accordingly sanctioned since then* loans to the amount of 1,402,099*l.* 19*s.* 6½*d.* The total sum, amounting to 3,800,902*l.* 8*s.* 3½*d.*, thus represents the expenditure chargeable to the school rates from 1872 to the 31st March last, in providing school accommodation. As will be seen by comparison with the preceding paragraph, 1,703,019*l.* represents expenditure upon schools which the school boards built without any aid from school building grants.

* To 31st March last.

Digitized by Google

Under the 67th section of the Act of 1872 school boards were enabled to seek grants from the Department in aid of the erection of new schools, or the repair and enlargement of existing schools. The work arising from this section of the Act has now been finished. Up to the 31st of December 1873, when the time for applying for building grants expired, 1,685 applications had been made for aid to supply schools, 1,083 of the applications including residences for teachers. Under the Code the Department had to be satisfied before making a building grant that the school for which aid was sought was required in the locality; and it rested with the Board of Education in Edinburgh to determine, after considering the report of each school board, what additional accommodation was required to complete the school provision of the district, and by what schools that accommodation could be best supplied.

Education Act, sec. 26–35.

All the applications for building grants were, therefore, referred to the Edinburgh Board, and in determining in each case whether any grant was required by the circumstances of the district, we were guided not only by the proposals of the school board of each district with its local knowledge, but also by the advice of a board in Edinburgh which was specially charged with the duty of ascertaining the requirements of the country generally, and the extent to which the powers given by the Education Act had to be used. We felt it to be our duty to leave considerable discretion to these authorities; but wherever we had reason to suppose that any extravagant proposal was submitted to us we endeavoured to restrict the expenditure to that which was absolutely necessary. In some cases, no doubt, accommodation has been provided, which, by a subsequent shifting of population, may now appear redundant. In other cases accommodation has been provided in order to meet a reasonable expectation of increased population which has not yet been realised. We regret the heavy burden which has necessarily been laid upon some localities, but we fear that this has frequently arisen from an expenditure for which we cannot hold ourselves responsible. That burden has most seriously affected some localities in the Highlands where the resources were least able to bear it. But in these cases building grants were paid on a scale of special liberality; and that there must have been some unnecessary expenditure in the building of the schools is proved by the fact that in some districts so affected the accommodation was provided at a cost beyond the Parliamentary grant of only 2*l*. 16*s*. per head, while in other cases the expenditure rose to 6*l*. 10*s*. per head.

But apart from particular instances in which, from such causes as are above indicated, the accommodation may be in excess of what is required in certain districts, it is important to consider how far the supply thus provided (701,598 seats), showing an increase of 149·09 per cent. in the last 14 years, may be con-

Digitized by Google

sidered as sufficient to meet the requirements of the country? The only assistance which can now be given to localities which have to provide additional accommodation is that afforded by loans, which render it possible to spread the expenditure from rates over a period of years. It is important, therefore, to know whether (apart from certain cases in large towns, where the population is rapidly increasing, and where additional supply must be provided in order to meet this increase) the results of local effort, assisted by Imperial grants, have now placed us on a level with the requirements, so that future effort will be necessary, in ordinary cases, only to maintain the supply of schools already provided, and to meet gradual and normal increase.

The children between 5 and 14 (which is the school age under the Scotch Education Acts) constitute 20·7 per cent. of the total population, and amount in Scotland to 815,644. We regret to find that only 38 per cent. of the children between 5 and 6 years of age are entered on the registers of any school; but we trust that the advantages of infant school training are becoming gradually more appreciated, and that the deduction in our calculation which has to be made on account of remissness in enforcing the compulsory clauses at this age will speedily diminish.

Allowance must, however, always be made on account of sickness, weather, distance from school, and other reasonable excuses for irregular attendance. Taking these into account, we consider that the requirements may be fairly reckoned as involving the provision of school seats for one sixth of the total population, and that such a provision would be fully occupied if all who ought to be at school each day actually were there. The estimated population in 1886 was 3,938,783, and the provision of school places to meet this ought to be 656,464. The actual supply is in excess of this; but it must be remembered that the calculation followed so far has allowed only 8 square feet of area for each child, instead of 10 square feet, which we think essential to the highest efficiency in organization. We have already alluded to the causes which make a certain redundancy of accommodation scarcely avoidable; but we fear that, on the other hand, the wants of the population, in the case of one or two large towns, have not yet been fully met by the efforts of the school boards. A custom, which is based upon long national usage, and in favour of which some strong arguments can be adduced, warrants the attendance at public and State-aided schools of many children of a higher class; and this may render necessary the provision in Scotland of school seats for a proportion rather in excess of one sixth of the population. On the whole, however, we are inclined to think that the supply is fairly distributed throughout the country, and that, under the operation of the Education Acts of recent years, it may be held to be virtually complete.

Digitized by Google

II.—*School Attendance.*

But if the supply of seats is sufficient for the requirements of the population, we cannot say that the average attendance shows that a proper use is made of this supply.

This may be seen from the fact that while, with our present population, there might be 787,757 (1 in 5) on the registers, and 656,464 (1 in 6) in average daily attendance, our returns show only 624,553 children on the registers of schools upon the annual grant list, and 483,996 in average attendance.

In other words, for every 100 children of school age, for whom some 89 school seats have been provided, we have only 79 scholars on the registers, and 61 in daily attendance.

This shows a slight improvement on the statistics of last year, but it is not satisfactory. Even after making the deductions as above, and allowing for the absence from school of children under 5, of half-timers, and of those who have passed the standard exempting them altogether from school attendance, it follows, if we assume that every child may be reasonably expected to go to school for seven years, that there might be about a hundred thousand scholars more than at present on the registers of aided schools, and a further increase of the same amount in the average attendance, which has risen from 213,549 in 1872 to 483,996 in 1886, *i.e.*, from 6·29 to 12·29 per cent. of the population.

This deficiency is a matter to which we would call the serious attention of school boards. If we examine the statistics of the years since 1872, it is no doubt possible to record a constant and hopeful rate of progress. The average attendance at aided schools has, indeed, greatly increased during that time. But by far the greatest increase in that period has been during the earlier years of administration under the Acts; and it must not be forgotten that the increase of attendance in the aided schools during these years was, to some extent, due to the fact that many schools previously uninspected were then brought under inspection, and their scholars then for the first time brought into the official statistics. The previous efficiency of such schools was, indeed, subjected to no test, and there is good reason to believe that many of them were in a state far from satisfactory. But it is certain that the attendance now recorded in the official returns represents more fully than in 1872 the total actual attendance at school of all the children in the country, and that the deficiencies which it shows represent in most cases failure to attend schools of any class. Regarded in this light it cannot be said that the results afford proof that the powers of compulsion, conferred on school boards by the Education Acts, have been sufficiently enforced. By recent legislation the provisions of the law in this respect have been simplified, and there is the less excuse for the neglect. We are aware that in many parts of Scotland it is not usual to send children to school at the statutory age of five. For a certain class of children this delay may not be harmful,

Digitized by Google

while in other cases, where distances are long, it may be impossible to secure the regular attendance of infants under seven. But, for the greater proportion of children for whom public schools are provided, early school attendance is of inestimable advantage, and its use is seen in the later stages of the child's education, where the habits of discipline and attention, thus early acquired, cannot fail to have an influence. We hope that the feeling in favour of such instruction is growing, and we trust that school managers will do all in their power to foster it by providing special infant departments, by adapting the instruction therein as carefully as possible to the requirements of infants, and by neglecting no means likely to stimulate their interest in their earliest school work.* It is thus that the infant school may become an effective agency in the work of education; and may, especially for the poorer population of towns, take the place of the early home education open to others more favoured. It must not be forgotten that for such children the alternative to attendance at school is neglect, and the acquiring of habits which it is difficult, afterwards, to correct. Besides this failure in early school attendance, we fear that in the Highlands, where the provision of school accommodation has imposed the heaviest burden, there is a very lamentable neglect of opportunities amongst children of all ages. We are ready to make every allowance for special difficulties of climate and locality. But it is to be feared that these are sometimes unduly exaggerated, and that the failure arises from apathy and neglect rather than from the presence of insurmountable obstacles. We have endeavoured, by means to which we shall refer further, to relieve, to some extent, the burden on these districts by a special encouragement to regular attendance, and we trust that this may have the effect of stimulating school boards to enforce, with due regard to special difficulties, and with due care in the selection of cases for legal procedure, the proper use of opportunities which have been provided at so serious a cost.†

We see no evidence that the failure in attendance is caused by the pressure of school fees. In the districts where the attendance is most defective, school fees are virtually almost in abeyance, and the revenue drawn therefrom is very small. But any difficulty that might thus arise is largely met by the aid given by the parochial authorities to pauper and poor parents, to

* Last year 123,424 children (out of some 300,000) between 4 and 7 years of age were on the registers of aided schools, but the average attendance of children below 7 was only 88,071; and, of these, only 28,606 were instructed in infant schools proper, 10,943 in the lower classes of mixed schools under school mistresses, and as many as 48,522 by male teachers, who are obviously unsuited for such work.

† It may be useful to compare the Tables A., B., and C. on pages xxxi and xxxii, giving (A.) the total number of children of each year of school age, and the number and per-centage of these whose names are on school registers; (B.) the number of children, with a deduction of one seventh who may receive education in higher schools, and the per-centage of these on school registers in 1875 and 1886; and (C.) the increase in average attendance since 1872.

Digitized by Google

enable them to pay the fees charged for their children at the schools which they select. The sum of 12,802*l.* 12*s.* 11*d.* is entered in the returns made by aided schools visited during the past year as having been paid to them by parochial boards on behalf of 23,499 scholars.*

It is held, however, that there is a considerable class to whom the payment of school fees is a heavy burden, but whom it is inexpedient to send for help to the parochial board. For this class we are glad to notice that very abundant assistance is given by means of the endowments dealt with in recent schemes. Full particulars as to the funds so available will, doubtless, be given by the Educational Endowments Commissioners before they conclude their labours.

We have recently called for full statistics from school boards with respect to the educational condition of each district and the administration of the Education Acts. We are unwilling to impose upon the boards the burden of supplying such statistics further than is absolutely necessary; but a sufficient time has elapsed since the last Return to make it important that the statistics should be brought down to the present date.

III.—*Standard of Instruction.*

During the year 1886 the number of scholars on the registers of inspected schools was 615,498. Of these 478,152 were qualified by age and by the number of their attendances (not less than 250 during the school year) for presentation to the inspectors in order to earn a grant for examination. But only 373,838 were so presented for individual examination, in addition to 60,805, being between four and seven years of age, who were presented for collective examination. It is matter of regret to find that of those qualified for individual examination, 38,591 were not presented. This proportion of children withheld from examination is larger than it ought to be, even allowing for cases in which they were withheld from unavoidable causes. It is unnecessary to point out the loss of grant which is thus caused, besides the injury to the children who are deprived of the test of efficient education which examination may supply.

Another feature in which the statistics afford matter of regret is the insufficient presentation of children in the higher standards. Of 248,204 children on the registers of schools whose age qualified them for examination in the upper standards only 142,850 were presented in those standards; while the Table No. 2, printed on p. xxxii, shows that amongst the scholars actually examined only 75·57 per cent. of those who were over

* As we pointed out last year, a wide discrepancy continues between this amount and that which the Report of the Board of Supervision shows to have been the actual expenditure on education by parochial boards, viz., 26,732*l.* It is difficult to say how much of this discrepancy is due to defective returns, and to a separate account of the fees so paid not having been kept by school managers.

Digitized by Google

10 years of age were presented in standards suitable to that age. In this respect we can indeed record a gradual and not unsatisfactory improvement. The proportion of scholars examined in the three higher standards has risen from 18·77 in 1875 to 39·28 per cent. in the past year; while the per-centage of those above 10 years of age who were so presented has risen during the same period from 34·23 to 75·57 per cent.

The latter proportion is not unsatisfactory; but we fear that, if we compare the number, not with those only who are presented for examination, but with all those of the specified age upon the school registers, there is still room for very considerable improvement. It must not be forgotten that the per-centage now reached leaves 46,190 children, over 10 years of age, who are presented in standards suitable for children of seven, eight, or nine years.*

We regret to find that the education of many children appears to be discontinued as soon as the standard for exemption is reached. We find proof of this in the fact that of 49,705 scholars in Standard V. in 1885, only 23,671 appear in the higher standard to which they would naturally rise in 1886. We are convinced that this must often deprive promising children of instruction which would be of even greater permanent benefit than that which they have previously received. But we hope that the provision which has been made in several of the schemes by the Educational Endowments Commissioners, for the payment of school bursaries to children in the upper standards, may have the effect of encouraging prolonged attendance in cases where, without such assistance, the difficulties may be insuperable.

The following statement gives in a summarised form, which may be found useful, some results of the statistics of the past year:—

For every 100 of the average number of day scholars in attendance—

i. 53 were boys;
   47 were girls;
ii. 18 were infants, *i.e.*, below 7 years of age;
   41 were between 7 and 10;
   41 were above 10;
iii. 14 infants (below 7) had made the requisite number of attendances; of whom
   13 were presented to H.M. Inspectors;
iv. 86 scholars, above 7, had made the requisite number of attendances; and
   78 were presented to the inspectors; of whom
   40 were above 10 years of age; while of these only
   30 were presented in Standards IV.–VI.

---

* *See* Table No. 2, p. xxxii.

Digitized by Google

v. 80 earned grants under Article 19 C.
vi. 14 were presented for examination under Article 21 (specific subjects).

Class subjects.

The last two entries in this statement (v. and vi.) call for some further remark. The grant under Article 19 C. is for the encouragement of class subjects, which represent something beyond the bare requirements of the standard examination, and which are tested by the efficiency of the classes as a whole, instead of the knowledge attained by individual scholars. We look with much interest to the results of this part of the school curriculum, in regard to which the conditions of the Code allow considerable elasticity in organisation, and the effect of which ought, in our opinion, to be the promotion of general intelligence amongst the pupils. The Code now in force has considerably increased the range of these subjects, and given to them a more important place in the work of the schools. In connection with this we may refer to another change which has been introduced into the Code, the effect of which is no less important. This is the arrangement by which the large part of every school which consists of scholars below the 3rd Standard may be relieved of individual examination, its efficiency being judged by a collective test. Combined with the class subjects, this should give a wide range of freedom, both in organisation and instruction, to the managers and teachers of schools. Until the general principle of payment in proportion to the results achieved has been reversed by the Legislature, it would be beyond our province to set aside this principle, which presents a guarantee of the highest value to the parent of every child in the country, by laying down any contrary principle in the Code. But we trust that in the change to which we have alluded, it will be recognised that the pressure which that system may be held to impose, is very considerably lightened, and that the rules as to organisation which have been thought to restrict unduly the discretion of school managers and teachers, have been sensibly relaxed. It must not be forgotten, however, that such relaxation places an increased responsibility upon managers and teachers, and its expediency must necessarily be judged according to the ultimate results, not only in the general efficiency of schools, but in the attainments, and the facility in applying these attainments, shown by individual scholars in the later stages of their school course.

Collective examination of lower standards.

Specific subjects.

Besides the class subjects, another extension is given to the scheme of instruction under the Code, by the specific subjects, for which a grant is made, under Article 21, upon each individual pass. Such subjects represent the amount of individual higher instruction which it may be found possible to give, consistently with due attention to the more essential subjects taught to every scholar in the school. They may be begun as soon as a scholar has reached the 5th Standard, and may be continued through three stages. Some statistics as to the results under this article

Digitized by Google

will be found in the note below,* and from these it will be seen that advantage of this article is taken by a large and annually increasing number of pupils—in 1,972 out of a total of 3,088 departments—and we cannot doubt that this indicates general satisfaction with the arrangement, and a conviction that this part of the instruction has, as a rule, a stimulative effect upon the whole school. This part of the Code has been the subject of much discussion, and we have considered carefully criticisms which have reached us from various quarters. It is said, on the one hand, that these subjects cannot properly be taught in combination with the elementary subjects, and that the attempt to do so gives rise to a low standard of secondary education. It is further said that the table of specific subjects is unduly large, and that the subjects more difficult of acquirement are placed, as regards payment, on a level with those in which a fair appearance may be made after comparatively superficial work. Others assert that the subjects, as they are frequently taught, do not prove to be of practical advantage, and that the encouragement given is insufficient to induce school managers to devote to them a satisfactory staff and apparatus. And, lastly, it is said that the schools in which instruction in these subjects is largely developed, do not properly belong to the class of schools entitled to share in the Parliamentary grant, while they are interfering unfairly and seriously with the prosperity and resources of secondary schools proper.

There are certain considerations which must not be forgotten in dealing with these criticisms. We believe that these subjects

* Of 68,722 (62,846) scholars presented under Article 21 of the Code, 6,050 (4,958) were examined, and 4,710 (3,766) passed in three such subjects; 38,586 (35,857) were examined, and 28,523 (25,992) passed in two such subjects, and 28,256 (25,662) passed in one subject. The figures within brackets show the results in 1885.

The following table shows the subjects generally taken up, and the number of scholars examined in the three stages of each subject:—

Subject.	Scholars examined.	1st Stage.	2nd Stage.	3rd Stage.
English - - -	51,480	31,341	14,575	5,564
Domestic Economy -	27,813	13,358	8,377	6,078
Physical Geography -	14,776	7,562	4,859	2,355
Latin - - -	7,445	4,546	2,005	894
Animal Physiology -	4,842	2,710	1,498	634
French - - -	5,154	3,461	1,281	412
Mathematics - -	4,470	3,285	936	249

Digitized by Google

represent a long-valued tradition of Scottish education, as supplied in the old parish schools, by which promising boys had opportunities of higher instruction, whatever the position in which they were born, and to which they owed the success with which, in so many cases, they achieved position and distinction in spite of adverse circumstances. In country districts, this must almost of necessity be the only means open to such scholars of acquiring such instruction, and we have endeavoured to meet the difficulties which may there be found in supplying it, by offering special terms of payment for higher subjects to central schools in certain Highland counties. We do not believe that such instruction supplies the place of secondary schools; but so long as such schools are not available for every boy or girl of promise throughout Scotland—and we fear that with every effort this may be the case for a considerable time to come—we think that the specific subject grant will be the means of much good, and we should deem its disappearance from the Code to be matter of deep regret. With regard to the subjects embraced in the schedule of specific subjects, it must be noticed that while the schedule gives a wide choice to school authorities, it imposes no necessity upon them of adopting subjects which they think unprofitable. But, in view of the extending scope of higher education, we do not feel ourselves justified in restricting that schedule so as to exclude subjects which may be preparatory to a study of physical science. It is true that what are called the "university subjects" have long been, and will, we trust, continue to be, a valuable factor in Scottish education. But, under any modification of the university curriculum which impending legislation may bring about, the range of such subjects may be widely increased, and we think it right that the schedule should leave to school managers full opportunity of meeting new requirements. The duty of selection amongst the various subjects now open for choice, is one which must be left to local authorities, and we are not prepared to relieve them of the responsibility for it by imposing an arbitrary limit.

To the objection that the encouragement given is insufficient to induce school managers to make adequate provision for higher instruction we fear that the only answer to be made is, that, in face of the paramount duty imposed upon us, of securing elementary instruction for every child in the country, the assistance to higher education from the grant at our disposal must be strictly limited. It must be for each locality to say how far such education may be supported from the public funds which they administer: and we fear that if such education is to be developed so as to embrace any sort of technical education, this will necessarily involve some organization apart from the ordinary elementary schools. The duty of the community in that respect, and the limits within which it must be exercised, cannot, meanwhile, too seriously engage the attention of those interested in education.

Digitized by Google

Various representations have been made with regard to the interference of the schools in which such instruction is specially developed with secondary schools proper. Cases in which such interference is possible occur chiefly in large towns; but it should not be forgotten that such schools frequently co-exist with the most successful secondary schools.

It is alleged that the instruction given under the Schedule is of a limited character, and that its aim is directed to the minimum standard for a pass without seeking any higher educative influence. But it is difficult to see why, even in subjects which come under this category, a certain definite standard of acquirement, capable of test, ought not to be reached: and the achievements in the universities of the pupils who come from these schools, seem to prove that the instruction is not altogether inefficient, and that the secondary schools proper can only maintain their place, by proving that any higher aim is superadded to, and not independent of, the definite knowledge which can be tested by examination.

Another, and a very important, question arises, as to the extent to which such schools are properly eligible to share in the Parliamentary grant. This is a question intimately connected with that of the rate of fee: and as to this we are advised that certain legal difficulties intervene where the limit of ninepence a week is exceeded. Our action in view of these difficulties will necessarily be matter of the most careful consideration.

Drill.

Before leaving the subjects of instruction there are some other points to which we think it well to direct attention. We find that *military drill* (as distinguished from the ordinary school drill which is a part of the organization of every good school) is systematically taught in 302 schools; and the effect of this is no doubt beneficial in aiding both the discipline of the school, and the physical development of the scholars.

Needlework.

We have printed in the Appendix a report by the Hon. Mrs. Colborne on needlework. This is a subject to which we have given much consideration: and we are glad to find evidence that in many parts of the country it is treated with a care proportionate to its importance, and that it is now reckoned a part of the regular instruction of the school, for which express provision is to be made in the general organization, instead of being left to such casual opportunities as are left by other work, and entrusted, as was too often the case, to a teacher who did not form part of the regular staff, and had but little special training for her work. It is as yet too early to say anything as to the results of the changes in the Code by which graduated payments are offered for needlework: but we trust they may have the effect of stimulating the efforts made for improving the industrial work. Meanwhile we have issued certain instructions on the subject to H.M. Inspectors, which will be found in the Appendix.

Cookery.

We also attach great importance to instruction in cooking, which is now recognised by the Code, and formed part of the

Digitized by Google

curriculum last year in 91 schools. We have reason to believe that the number of schools in which this subject is taught is increasing: and we shall carefully watch its development with the view of deciding what conditions may be most fitted to secure thoroughness in practical training, and the employment, as instructors, of persons qualified not only by practical experience, but also by some training in the art of imparting knowledge.

We would draw the attention of school managers to the payments now offered for drawing (as one of the class subjects alluded to above). This deserves special mention as approaching the sphere of technical training: and we have reason to believe that its results have been found very useful, not only to boys, but also to girls, in view of new spheres of industrial employment now opened up to them. As a basis for any such technical instruction as may be available for the pupils leaving the ordinary schools, there can be little doubt of the value of the subject.

As regards singing, we find that instruction was given by ear (in 1886) in 1,169 (or 37·15 per cent.) out of 3,147 departments, in which singing was taught. The Code as modified offers special encouragement for teaching by note, and with this incentive we hope that the latter method will come to be all but universally used.

Saving banks have been established in 100, and school libraries in 192 schools.

IV.—*Teaching Power.*

The day schools inspected in 1886 contained 3,388 departments, with an average daily attendance of 476,890. For these 6,704 certificated teachers (as against 2,406 employed in 1869) were employed, or a proportion of one certificated teacher for every 71 children. But, if the average attendance reached its proper level, the number of children under instruction in aided schools daily ought to be over 600,000, and for this number about 8,000 certificated teachers would, at the same rate, be required. But there are certain circumstances that might render it necessary to employ even a larger number. Where the population is scattered, the educational provision must take the form of many small schools, necessitating the employment of teachers for each group of children. The employment of pupil-teachers will not probably increase to any considerable extent, if it does not actually decrease under the influence of a natural preference for adult teachers, and a wish to restrict the time devoted to teaching by such pupil-teachers as may be engaged. We would welcome also a further development of separate infant departments, under independent female teachers, and we trust that this may be the result of increased attention to, and appreciation of, the advantages of infant training. All these causes may lead to the employment of a number of certificated teachers even in excess of our estimate.

Digitized by Google

But the number actually employed shows a very large increase since the passing of the Education Act of 1872, and it is important to know the sources from which the supply has been drawn, and is now annually recruited.

In the earliest years of administration under the Act, it was necessary to make special arrangements for the recognition of those actually engaged in teaching, and the Code accordingly so provided. Certificates were granted (under Article 66) to teachers who were in charge of parish schools, and who gave proof of fair professional skill. The Education Act actually granted to such teachers the status of certificated teachers, and to this we added the grant of a parchment certificate upon a favourable report from an inspector. Further, by Article 59, which became a lapsed article in 1879, certificates were granted to teachers who, in other than parochial schools, had served with success for several years, and satisfied the Inspector as to their professional skill. The total number of certificates thus granted was 553 to male and 138 to female teachers. The supply of new teachers from these sources has, of course, now come to an end, and the number must constantly diminish whose certificates have been thus obtained.

Another class of teachers are those who hold provisional certificates (which are valid until the teacher completes his or her 25th year) granted upon the completion of an entirely satisfactory course as pupil-teachers. These qualify the holder to take charge of a small school with less than 60 children in average attendance, and we consider that such teachers may, for a few years, serve in small schools with advantage to themselves, and without the burden on the rates that the salary of a fully-trained teacher would involve. During the year, 63 such certificates were granted to males, and 94 to females, but we find from our returns that only 37 teachers of this class were actually in charge of such schools. When the circumstances of the scattered population of certain districts of Scotland are considered, we think that good reason will be found for their employment in larger numbers, so as to overtake the school supply in such districts with as much efficiency, and, at the same time, with as much economy, as possible.

Setting aside these necessarily limited sources of supply, we find that the general source from which the body of certificated teachers may be recruited, is to be found in the successful candidates at the annual examination for certificates, conducted under the directions of the Department. As the result of last examination, 662 teachers were thus added to the body, and of these 412 had been students in training colleges (142 male and 270 female), while 250 had been admitted to the examination as acting teachers (54 male and 196 female). Turning again to the whole existing supply of teachers, we find that of 3,500 male teachers, 75·37 per cent. had been students in a training college, while of 3,204 female teachers, 68·41 per cent. had received a similar training. It must not be forgotten, however, that of the

Digitized by Google

minority, especially in the case of the male teachers, the whole are not without training of a very valuable sort. Many of both sexes, who enter the examination as acting teachers, have received a practical training of the best kind in the duties of their profession, by serving as pupil-teachers, and afterwards as assistants, under teachers of large experience and skill. Of the male teachers again, many have been educated at the universities, and have also acquired experience by service in schools.

It is clear, however, that at present the training colleges constitute the chief source of the teaching supply. These colleges, which are seven in number, are recognised for 860 students, 857 being actually under instruction.* They can therefore furnish each year rather more than 400 teachers who have been trained for two years, a number sufficient to fill up the waste (calculated at 6 per cent.) in the staff of teachers now employed. To this source of supply, we find that school boards chiefly look in making appointments to schools under their charge; but proposals have frequently been made whereby new methods of preparation for the profession may be opened up. These are chiefly brought forward by the universities, and their proposals, which vary in character, have recently been under the consideration of a Committee of Inquiry, appointed last autumn, whose report on the subject we await. We shall examine with care and interest any proposal for developing the plan of adding some attendance at university classes to the ordinary curriculum of the training colleges. This plan was first proposed by the Code of 1878, under which the fees of students, who after giving proof of their qualifications attended university classes, were admitted as part of the legitimate expenditure of training colleges. Advantage has been taken of the opportunity to a very large extent. The number of students who attended the university classes in the past winter is shown in the following table:—

MALES.

College.	No. of Students attending University Classes.	Classes attended.							
		Latin.	Greek.	Mathematics.	English Literature.	Logic.	Natural Philosophy.	Moral Philosophy.	Education.
Edinburgh, C.S.	33	17	2	16	16	16	—	—	15
„ F.C.	46	19	18	23	11	—	7	—	19
Glasgow, C.S.	39	20	19	19	—	20	—	—	—
„ F.C.	39	25	17	27	1	6	—	1	—
Aberdeen, C.S.	2	2	2	—	2	—	—	—	—
„ F.C.	4	—	—	4	4	—	—	—	—
Totals	163	83	58	92	34	42	7	1	34

* *See* Table No. 3, p. xxxiii.

Digitized by Google

The above statistics are satisfactory, as showing that not a few of the future Scotch teachers are acquiring some higher culture in a sphere larger than that of any institution devoted to purely professional training. We value highly the element of higher training which this will introduce into the elementary schools of Scotland, and we recognise in it the determination to maintain what has always been a traditional characteristic of Scottish education. Complaints, however, have been made that the strain upon the students in the training colleges is so great as to prevent their giving due time and attention to the subjects taught in the university classes. This is a matter which must occupy the attention of the authorities of the training colleges, and which has also, we understand, been under the consideration of the Committee of Inquiry referred to above. It is most desirable that the students may be enabled to devote the full time required in order to profit by these opportunities for higher instruction. But we fear that practically it will not be possible to dispense with or diminish the professional training which, so far as we can judge, has been given with very great success at the existing training colleges.

Seeing that the training colleges are the source from which the great bulk of our teachers are drawn, it is interesting to inquire whence the candidates for admission to the training colleges chiefly come.* Last year there were 3,782 pupil-teachers of all years, 966 of whom were in the last year of their engagement. Of these, 727 were examined for admission to the training colleges, while the other candidates for admission were only 127. It thus appears that it is the pupil-teacher class from which the great majority of our students come, and the training and qualifications of the pupil-teachers must thus exercise a determining influence upon the future teachers who come from training colleges. We have endeavoured in the last Code, as will be seen by reference to Schedule II., to raise considerably the standard of attainments required from pupil-teachers. This will, we hope, have the effect of making them better qualified to profit, at a future stage of their career, by any opportunities of university training, whether on its present lines or on any wider range which may, as the result of legislation, be given to the university curriculum.

In the subjects which are of weight in the certificate examination, science has been allowed a considerable place, as we are of opinion that competence to give some instruction in scientific subjects is a valuable addition to the qualifications of a teacher. A table showing the results of the examination of students in the examinations held by the Science and Art Department will be found at the end of this report.†

The study of languages also forms an important part of the instruction at the training colleges. 333 papers (in Greek, Latin,

---

* *See* Table No. 4, p. xxxiii.

† *See* Table No. 5, p. xxxiv.

Digitized by Google

and French) having been worked by male students, and 528 (in French) by female students.

In drawing, 744 students were examined, and 567 passed in one or more branches. Looking to the important place which, under the new Code, this subject now holds in the elementary schools, we trust that even increasing attention will be paid to it by the students.

While the numbers entering the teaching profession are constantly increasing, we note also that the scale of salaries shows that the appreciation of their work is rising. The average salary of a schoolmaster (whether principal or assistant) is now 135*l.* 8*s.* 3*d.*, whereas in 1870 it was 101*l.* 16*s.* 7*d.*; that of a schoolmistress has risen in the same period from 55*l.* 14*s.* 2*d.* to 64*l.* 18*s.* 9*d.* Besides this, 1,760 masters and 499 mistresses are provided with residences free of rent.

A table at the end of this report gives some further details as to salaries.*

We publish in the Appendix:—

Education Act, sec. 75. 1. A list of schools erected or established since the passing of the Act of 1872, not being public schools, which, in the course of the year, we have recognised as entitled to receive annual grants.

Registers. 2. A list of cases in which penalties have been inflicted for grossly inaccurate, or fraudulent, registration.

Returns are also given of the loans sanctioned for the erection or enlargement of schools, of the sale of public schools sanctioned by the Department, as well as of the grants made to supplement the rates of poor and populous districts (sec. 67 of the Act of 1872).

Pensions.

We have received, during the year ending at Michaelmas 1886, 51 applications on behalf of teachers in Scotland, satisfying the conditions of the Minutes of 26th June and 16th July 1875, and have awarded 5 pensions of 25*l.*, and 17 of 20*l.*

Since the practice of granting pensions was resumed in 1875, we have dealt with 225 Scotch applications. We have awarded 12 pensions of 30*l.*, 42 of 25*l.*, and 53 of 20*l.*, and 22 gratuities to the amount of 770*l.*

The full number of pensions allowed to be borne on the estimates has been filled up.

It may be noted that the following pensions have been awarded under the Minute of 16th June 1884, disregarding or extending the original limits of Article 118 (6) in favour of teachers employed before August 1851; viz., 7 of 30*l.*, 19 of 25*l.*, and 24 of 20*l.*

---

* *See* Table No. 6, p. xxxvi.

Digitized by Google

General.

We have reserved for our concluding remarks some subjects of special interest or importance which have arisen in connection with the recent administration of the Education Acts.

The condition of education in the Highlands and Islands continues to engage our attention; and we have watched with care the result of the Minute (already referred to) which was passed in 1885 and is now embodied in the Code, by which specially liberal grants were offered to the schools in these districts, on such terms as seemed likely to increase the attendance. From the reports of our Inspectors we feel confident that the change thus introduced has produced good results by stimulating the efforts of school boards and teachers, and by directing their attention more closely to the means whereby improved attendance may be secured. The conditions required for an increased grant were fulfilled by 374 out of 647 schools inspected during the past year in the specified counties: and extra grants, amounting to about 3,136*l.*, were accordingly paid on the average attendance at these schools. This shows that the average attendance bears a fair proportion to the number of children whose names are on the school registers. But it would not be satisfactory if this result were obtained by cutting down the number on the registers, and removing the names of those whose attendance was thought likely to be irregular. We trust that school boards will do all in their power to prevent a resort to such means of obtaining the grant, which would effectually defeat the object it is intended to fulfil.

In connection with this we may draw further attention to another encouragement already alluded to, which is given to these counties in an increased grant to certain schools for higher or specific subjects. It has been felt that in such districts it was difficult to give opportunities for higher instruction, and it was in order to help school boards to give such opportunities that, by another clause in the Minute of 1885, we offered grants of 10*s.* instead of 4*s.* for each pass in a higher subject in certain central schools. Under this clause an amount of 114*l.* has been paid for 379 passes in schools taught by university graduates.

The Code now recognises Gaelic as one of these specific subjects; but advantage has been taken of this opportunity only to a very limited extent. We consider it a paramount duty to secure for all children in these districts a familiar knowledge of English; but we should be glad to do anything which can be held to facilitate this by using the Gaelic language as a subsidiary means of instruction, and especially by encouraging a supply of teachers, fully qualified in other respects, who can give such instruction. The Code for this year recognises Gaelic as one of the subjects for the entrance examination in training colleges, and we should be glad if this increases to any considerable extent the number of Gaelic-speaking students in these colleges.

Digitized by Google

It is satisfactory to find that the fears to which, in consequence of what we heard from the local authorities, we referred in our last report, as to the discontinuance of existing schools in these heavily burdened districts, have not been realised, and we trust that the authorities there recognise the serious and almost irreparable evil that would be inflicted upon the inhabitants if any relaxation of previous efforts were permitted. Fully recognising their difficulties, we would venture to urge upon them the necessity of careful attention to every means consistent with proper efficiency, of pursuing an economical financial policy; and we would remind them that a vigilant exercise of their compulsory powers will not only result in lasting benefit to the children themselves, but also lead to a diminution in the burden of maintaining schools which falls upon the locality.

The subject of secondary education has occupied our serious attention during the year. As we stated in our last Report, we have now been able to undertake the inspection of higher schools, and during this, the second year in which we have been able to carry out this work we have given special consideration to the means by which this inspection might give satisfactory evidence as to the state of the schools, and might at the same time without unduly limiting the independence of local management raise the standard of secondary education throughout the country. With this end we have carefully considered the extent to which a leaving examination might be established in connection with the inspection, and how it might best be arranged. We have invited the opinions on this subject of those who have taken part in the inspection, as well as of others, and we print in the Appendix a valuable report by Professor Chrystal, who has given us much assistance in the work. We attach great importance to the scheme for establishing such an examination, but we feel it necessary to proceed with caution, so as not unduly to interfere with local independence, nor to take such action as might lead to confusion by anticipating the character of the changes which may be made in the curriculum of the universities. We shall hope, however, to proceed with the consideration of the scheme, and to put it into operation at an early date so far as may appear possible under these conditions.

The schools inspected this year under the directions of this Department are 38 in number, 22 being higher class public schools, 10 endowed schools and 6 schools under voluntary managers, who have invited the inspection of the Department. In view of the fears which have been expressed as to the decadence of secondary education in Scotland, we have naturally looked with great interest to the reports which have as yet reached us. We regret to find that these do, to a considerable extent, confirm the fears to which we allude. Some of the schools—notably, the High School of Glasgow, and the Glasgow Academy—have reached a very high standard of efficiency; and this is the more interesting as they represent types of different

Digitized by Google

kinds of schools,– that under the management of school boards, and that conducted by private proprietors,—and co-exist with the most fully developed higher grade schools of the aided class. In none of the schools are there wanting some signs of good work in one or more directions. Others again owe their failure to make the appearance which would ordinarily be expected from them, solely to some adverse circumstances (such as an epidemic) which are accidental and unavoidable. The signs of failure, on the other hand, are numerous; but we would ascribe the failure, as a rule, not to any want of earnestness and capacity in the teachers, but generally to the conditions under which they work. In the midst of increasing efficiency in the elementary schools, there is too much evidence that the secondary schools have to struggle against adverse circumstances. From a study of the reports we are inclined to assign these to several causes. The inclination amongst parents to give their sons the benefit of education in a secondary school appears to be declining, and even when a boy is sent to such a school, his time there is too short to permit of his deriving real benefit from the curriculum. A boy may be sent after a previous course in an elementary school for one or two years to a secondary school. He comes to that school under new conditions, to which he may not readily accommodate himself, and the result is that while the presence of such boys lowers the standard of the school, the progress they make at first is too slow to encourage the parents to make a strong effort to continue their education. But further, the staff in such schools is frequently quite inadequate, and a single teacher has often to give his own attention to the various subjects which the curriculum may embrace. This necessarily prevents that range of subjects and the special attention to each which are essential if the schools of Scotland are to maintain their traditions in view of rapid advance elsewhere. In many schools the subjects studied appear almost exactly to follow the choice of fifty years ago or more; and this naturally produces in the minds of parents a doubt as to the utility of the education offered, in its application to the practical necessities of life. Not only so, but our attention has been specially directed, by some of the reports, to the fact that antiquated methods of instruction are still pursued—the result, no doubt, of the necessarily limited attention that an insufficient staff can give to each subject and to the study of the most approved methods of imparting instruction therein.

We are convinced that we do not exaggerate the defects which are to be found in many quarters. The blame does not rest with the staff of these schools, who frequently are performing excellent work under discouraging conditions. But we cannot too earnestly urge upon the people of Scotland the necessity of making a vigorous effort to improve matters. The real impulse to improvement must come from voluntary effort and from such action as each local school board may feel that it would be held

Digitized by Google

by its constituents to be justified in taking. Whatever view may be adopted as to the specific subjects in State-aided schools, we would strongly remind those responsible for them that no development of these can take the place of a real secondary education resting on foundations of its own. The increased resources, the well-tested efficiency within certain limits, and the smaller fees of those graded schools, may attract to them an ever-increasing number of those who would otherwise attend secondary schools proper. The latter can only attract pupils when they are placed in such a position as to meet competition on fair terms, by having adequate staffs, and an enlarged range of instruction, and by adopting the most approved methods. The efforts which could enable them to do this would, we are convinced, secure for them support, by proving to parents that the years spent at such schools were by no means lost, and that they gave a training which could not elsewhere be so well obtained.

In connection with this, the subject of technical education has recently had our close attention.

(Signed) CRANBROOK.
LOTHIAN.

HENRY CRAIK,
Secretary,
Scotch Education Department,
the 2nd day of August 1887.

Digitized by Google

Tables referred to in Report.

No. 1.

TABLE A.

SHOWING the TOTAL NUMBER of CHILDREN of each year of school age, and the number and per-centage of these whose names are on school registers.

Age.	Total Number of Children.	Number of Children on Registers.	Per-centage.
5 to 6	102,477	39,563	38·61
6 „ 7	97,733	73,000	74·69
7 „ 8	94,402	81,121	85·93
8 „ 9	91,809	82,981	90·38
9 „ 10	88,082	82,633	93·81
10 „ 11	89,973	79,641	88·51
11 „ 12	83,115	73,481	88·41
12 „ 13	84,969	55,815	65·69
13 „ 14	83,084	30,132	36·27
Total -	815,644	598,367	73·36

No. 1.

TABLE B.

SHOWING the NUMBER of CHILDREN, with a deduction of one seventh who may receive education in higher schools, and the per-centage of these on school registers in 1875 and 1886.

Age.	Number of Children.	Number of Children on Registers.	Per-centage of Children on Registers.		
	1886.	1886.	1886.	1875.	Increase.
5 to 6	87,887	39,563	45·04	40·76	4·28
6 „ 7	83,771	73,000	87·14	70·95	16·19
7 „ 8	80,916	81,121	100·25	70·73	29·52
8 „ 9	78,693	82,981	105·45	77·22	28·23
9 „ 10	75,499	82,633	109·45	78·42	31·03
10 „ 11	77,120	79,641	103·27	72·97	30·30
11 „ 12	71,241	73,481	103·14	64·17	38·97
12 „ 13	72,831	55,815	76·64	45·59	31·05
13 „ 14	71,215	30,132	42·31	23·33	18·98
Total, 5 to 14	699,123	598,367	85·59	60·60	24·99

Digitized by Google

No. 1.

TABLE C.

SHOWING the INCREASE in AVERAGE ATTENDANCE since 1872.

Years.	Average Attendance in Aided Day Schools.	Increase on previous Year.	Rate of Increase.
1872	213,549	—	—
1873	220,508	6,959	3·3 per cent.
1874	263,748	43,240	19·6 per cent.
1875	303,536	39,788	15· per cent.
1876	329,083	25,547	8·4 per cent.
1877	360,413	31,330	9·5 per cent.
1878	377,257	16,844	4·6 per cent.
1879	385,109	7,852	2·1 per cent.
1880	404,618	19,509	5·1 per cent.
1881	409,966	5,348	1·32 per cent.
1882	421,265	11,299	2·76 per cent.
1883	433,137	11,872	2·82 per cent.
1884	448,242	15,105	3·49 per cent.
1885	471,175*	22,933	5·12 per cent.
1886	483,996*	12,821	2·72 per cent.

* The figures for 1885 and 1886 are those of schools upon the annual grant list.

TABLE No. 2.

SHOWING for each STANDARD—

(*a.*) The age at which the standard ought to be passed.
(*b.*) The number of scholars of that age on the registers of aided schools inspected in 1886.
(*c.*) The number of scholars examined in the standard.
(*d.*) The number above 10 years of age examined in the standard.

Standard	(*a.*)	(*b.*)	(*c.*)	(*d.*)
I. - - -	7	80,191	76,773	3,538
II. - - -	8	81,847	75,952	11,315
III. - - -	9	81,320	74,270	31,337
IV. - - -	10	78,213	68,161	64,252
V. - - -	11	72,096	55,011	54,927
VI. - - -	12	54,688	23,671	23,671

Digitized by Google

Table No. 3.

Showing Number of Students in Training Colleges, arranged under Denominations.

Denomination.	Number of Students.								
	1885.			1886.			1887.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Church of Scotland - - -	153	243	396	153	245	398	155	242	397
Free Church - - - -	149	251	400	147	254	401	149	251	400
Episcopal Church - - -	—	60	60	—	60	60	—	60	60
Total -	302	554	856	300	559	859	304	553	857

Table No. 4.

Showing the Sources from which the Candidates for Training, in each of the above three Years, were mainly drawn, at the previous July Examinations.

—	1884.		1885.		1886.	
	Males.	Females.	Males.	Females.	Males.	Females.
Pupil-teachers of all years - - -	1,053	2,576	959	2,734	958	2,824
Pupil-teachers in their last year - -	265	578	245	674	240	726
Pupil-teachers examined for admission into training colleges - - - - -	246	478	222	442	208	519
Non-pupil-teachers examined - -	29	138	23	126	27	100
Candidates who passed the examination successfully - - - - -	212	505	205	468	208	541

Digitized by Google

Table No. 5.

RESULTS OF EXAMINATIONS IN SCIENCE OF TRAINING COLLEGE STUDENTS.

Male Students.

College.	Total No. of Students examined.	Mathematics.				Sound, Light and Heat.				Magnetism and Electricity.				Inorganic Chemistry (Theoretical).				Physiography.			
		Number examined.	Passed.		Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.		Failed.
			1st Class.	2nd Class.			1st Class.	2nd Class.			1st Class.	2nd Class.			1st Class.	2nd Class.			1st Class.	2nd Class.	
Edinburgh, C. of S. - - -	74	—	—	—	—	—	—	—	—	32	1	29	2	—	—	—	—	35	1	26	8
„ F.C. - - - -	73	9	2	4	3	5	—	4	1	68	11	44	13	—	—	—	—	32	8	22	2
Glasgow, C. of S. - - - -	76	23	5	8	10	14	2	8	4	75	6	51	18	—	—	—	—	—	—	—	—
„ F.C. - - - -	69	—	—	—	—	—	—	—	—	40	2	33	5	29	8	18	3	34	8	23	3
Total - - - -	292	32	7	12	13	19	2	12	5	215	20	157	38	29	8	18	3	101	17	71	13

Digitized by Google

TABLE No. 5—*continued.*

FEMALE STUDENTS.

College.	Total No. of Students examined.	Physiography.			
		Number examined.	Passed.		Failed.
			1st Class.	2nd Class.	
Aberdeen, C. of S. - -	65	28	—	22	6
„ F.C. - - -	57	20	—	14	6
Edinburgh, C. of S. - -	83	22	—	14	8
„ F.C. - - -	95	30	6	23	1
„ Epis. - - -	58	26	6	19	1
Glasgow, C. of S. - - -	89	24	5	19	—
„ F.C. - - -	97	40	4	23	13
Total - -	544	190	21	134	5

Digitized by Google

Table No. 6.

Salaries of Teachers.

The following table of the salaries now enjoyed by the masters and mistresses of aided schools, when compared with those published from time to time in former reports of the Department, will show the marked improvement which has taken place of late years in the position and prospects of certificated teachers :—

Certificated Masters.

	Number and Per-centage in receipt of Salaries of								
—	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and over.	Total.
Principal -	28	168	346	798	477	253	129	163*	2,362
	1·19	7·11	14·65	33·79	20·19	10·71	5·46	6·90	—
Assistant -	25	364	473	215	48	7	4	—	1,136
	2·20	32·04	41·64	18·93	4·22	0·62	0·35	—	—
1874.									
†	50	274	438	646	262	114	38	28	1,850
	2·7	14·81	23·68	34·92	14·16	6·16	2·06	1·51	—

Certificated Mistresses.

	Number and Per-centage in receipt of Salaries of								
—	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.
Principal -	33	30	42	508	257	124	26	5	1,025
	3·22	2·93	4·10	49·56	25·07	12·10	2·53	·49	—
Assistant -	186	176	133	1,281	320	69	8	—	2,173
	8·56	8·10	6·12	58·95	14·73	3·17	·37	—	—
1874.									
†	65	54	70	449	142	50	6	—	836
	7·77	6·46	8·37	53·71	16·99	5·98	·72	—	—

* Of these, 110 ranged from 300*l.* to 400*l.*; 47 from 400*l.* to 500*l.*; 4 from 500*l.* to 600*l.*; 1 from 600*l.* to 700*l.*; and 1 from 750*l.* to 800*l.*

† The figures for 1874 refer to the whole of the certificated teachers, both principal and assistant. There were not 600 of the latter in our schools at that period; at present there are more than 3,000.

Digitized by Google

Table No. 7.

Showing the Result of the Work of the past Year compared with that of the preceding Year.

		1885.	1886.	Increase. No.	Increase. Per cent.
	Total population (estimated)	3,897,277	3,938,783	41,506	1·065
	Population, 3–5 years	208,834	211,068	2,234	1·065
	„ 5–14 „	807,049	815,644	8,595	1·065
	„ 3–14 „	1,015,883	1,026,702	10,819	1·065
Day schools	Number of schools inspected {institutions	3,081	3,092	11	0·36
	{departments	3,374	3,388	14	0·41
	Number of scholars for whom accommodation was provided	660,101	691,405	31,304	4·74
	„ on the school registers	592,266	615,498	23,232	3·92
	„ present at inspection	521,417	542,902	21,485	4·12
	„ in average attendance	455,655	476,890	21,235	4·66
	„ qualified by attendance for examination, under seven	62,558	65,723	3,165	5·06
	„ „ „ „ over seven	392,544	412,429	19,885	5·07
	„ collectively examined, under seven	58,553	60,805	2,252	3·85
	„ individually examined, under ten	176,998	184,798	7,800	4·41
	„ „ „ over ten	178,380	189,040	10,760	6·04
	„ „ „ (total)	355,378	373,838	18,560	5·22
	„ „ „ in Standards I.–III.	219,572	226,995	7,423	3·38
	„ „ „ above Standard III.	135,706	146,843	11,137	8·21
	„ who passed in reading	332,517	351,590	19,073	5·74
	„ „ writing	325,056	342,811	17,755	5·46
	„ „ arithmetic	310,721	324,409	13,688	4·41
	„ „ the three subjects	283,773	298,054	14,281	5·03
	„ in average attendance earning grants under Art. 19 C.	359,506	379,486	19,980	5·56
	„ examined under Art. 21 (specific subjects)	63,846	68,722	5,876	9·35
	„ „ „ in one subject	22,031	24,086	2,055	9·33
	„ „ „ in two subjects	35,857	38,586	2,729	7·61
	„ „ „ in three subjects	4,958	6,050	1,092	22·03
	„ who passed in specific subjects	55,420	61,489	6,069	10·95
	„ „ in one subject	25,662	28,256	2,594	10·11
	„ „ in two subjects	25,992	28,523	2,531	9·74
	„ „ in three subjects	3,766	4,710	944	25·07
	Number of certificated teachers	6,365	6,704	339	5·33
	„ assistant teachers	1,031	1,159	128	12·42
	„ pupil-teachers	3,693	3,782	89	2·41
	„ female assistants	132	137	5	3·79
	„ stipendiary monitors	24	24	—	—
	„ half-time scholars on registers	36,067	33,859	2,208	6·17
	„ „ „ qualified by attendance for examination	23,040	22,707	333	1·45
		£	£	£	£
Day and night schools	Amount of school income derived from (1) Rates	206,141	227,530	21,389	10·38
	„ „ (2) Voluntary subscriptions	30,025	29,980	45	0·15
	„ „ (3) Pence	290,121	308,229	18,108	6·24
	Total income (including grant, &c.)	953,951	1,013,388	60,437	6·34
	Total cost of maintenance	947,399	1,007,484	60,085	6·34

Digitized by Google

TABLE No. 8

TABLE showing the RESULTS of the INSPECTION and EXAMINATION of ELEMEN-

County.	Number of		Accommodation.	Number of Scholars on the Registers.	Average Number of Scholars in Attendance.	Number of Scholars presented for Examination							
						In Standards							Ex. Standard VI.
	Schools.	Departments.				Under Ten Years of Age.	Over Ten Years of Age.	Total	I.-III.	IV.	V.	VI.	
Aberdeen -	299	326	54,044	49,336	39,184	16,199	16,179	32,378	18,635	6,052	5,498	2,198	1,064
Argyll - -	164	165	16,064	11,829	9,129	3,387	4,130	7,517	4,402	1,397	1,108	610	304
Ayr - -	162	176	43,319	38,307	30,169	12,569	13,054	24,623	14,886	4,642	3,663	1,432	490
Banff - -	88	95	15,000	12,086	9,248	3,532	3,576	7,108	4,191	1,312	1,121	484	364
Berwick -	51	56	8,151	5,690	4,642	1,709	1,869	3,578	2,067	668	572	271	79
Bute - -	21	21	3,497	2,340	1,790	708	769	1,477	834	264	250	129	77
Caithness -	60	63	8,704	6,427	4,581	1,685	1,833	3,518	2,156	591	454	317	221
Clackmannan	18	20	5,635	5,000	3,919	1,636	1,541	3,177	1,814	623	547	193	57
Dumbarton -	52	54	13,794	13,079	9,778	3,929	4,006	7,935	4,828	1,406	1,140	561	327
Dumfries -	106	114	16,680	13,055	10,269	3,986	4,013	7,999	4,567	1,501	1,234	647	264
Edinburgh -	152	208	54,035	52,889	42,023	15,176	15,083	30,259	18,537	5,329	4,294	2,099	929
Elgin or Moray	57	62	10,264	8,067	6,242	2,388	2,337	4,725	2,842	860	671	352	247
Fife - -	140	172	34,578	31,994	26,586	9,914	9,978	19,892	11,462	3,811	3,290	1,389	428
Forfar - -	169	195	45,466	43,620	33,170	11,849	12,833	24,682	15,900	4,342	3,052	1,388	471
Haddington -	41	45	7,543	6,630	5,059	1,980	1,949	3,929	2,455	717	559	198	61
Inverness -	162	166	18,540	13,319	9,473	3,395	3,928	7,323	4,681	1,173	943	526	283
Kincardine -	57	61	7,804	6,862	5,305	2,158	2,155	4,313	2,538	827	660	288	136
Kinross - -	8	8	1,324	948	788	273	327	600	362	106	79	51	13
Kirkcudbright	67	70	9,167	7,032	5,45	2,077	2,175	4,252	2,419	772	663	396	212
Lanark - -	327	372	152,443	145,477	112 583	44,758	44,197	88,955	56,012	15,971	12,391	4,581	1,858
Linlithgow -	35	40	9,737	10,033	7,634	2,819	2,763	5,582	3,368	1,064	806	344	133
Nairn - -	12	14	1,935	1,468	1,123	. 445	417	862	529	156	123	54	34
Orkney and Shetland -	115	116	10,947	8,163	5,840	2,212	3,102	5,314	3,039	1,053	831	391	160
Peebles - -	23	24	2,764	2,301	1,822	716	779	1,495	797	268	231	149	32
Perth - -	184	194	27,295	21,036	16,287	6,123	6,537	12,660	7,218	2,339	2,034	1,069	397
Renfrew -	111	125	45,672	42,620	33,637	13,042	13,847	26,889	16,681	4,898	3,871	1,439	557
Ross and Cromarty - -	130	131	16,620	11,676	8,493	3,016	3,562	6,578	4,150	1,188	820	420	182
Roxburgh -	71	77	11,791	9,606	7,523	2,867	3,058	5,925	3,366	1,196	975	388	122
Selkirk - -	19	21	4,193	3,386	3,122	1,215	1,311	2,526	1,426	520	427	143	31
Stirling - -	92	97	21,395	20,378	15,610	6,376	5,751	12,127	7,381	2,104	1,838	804	289
Sutherland -	43	43	4,251	3,057	2,120	734	996	1,730	1,019	330	257	134	67
Wigtown -	56	57	8,754	7,125	5,291	1,925	1,985	3,910	2,423	689	514	284	202
Total - -	3,092	3,388	691,405	615,496	476,890	184,798	189,040	373,838	226,995	68,161	55,011	23,671	10,155

Digitized by Google

Table No. 8.

ARY DAY SCHOOLS in SCOTLAND, for the Year ending 30th September 1886.

Per-centage of Passes.				Examination in Classes.		Specific Subjects.			Staff.			Average Cost per Scholar in Average Attendance.
				Number of Departments where Scholars in the Classes from which Children were examined		Number of Departments in which Scholars were presented.	Number of Scholars examined.					
Reading.	Writing.	Arithmetic.	Total.	In Standards II. and III. showed an Intelligent and Grammatical Knowledge of Passages read.	In Standards IV. and upwards, passed Creditably in History and Geography.		Standard IV.-VI.	Ex. Standard VI.	Certificated Teachers.	Assistant Teachers.	Pupil-Teachers.	£ s. d.
94·68	91·58	85·49	90·58	294	284	221	5,185	1,064	609	71	384	2 3 2
93·82	89·62	83·50	88·71	151	144	106	1,804	394	214	20	49	2 11 8
92·63	89·53	89·65	91·94	154	142	87	3,011	490	366	93	235	1 16 7½
94·25	91·63	85·50	90·46	84	81	61	884	364	141	21	78	2 1 9½
94·33	88·60	84·26	89·56	50	48	23	213	79	73	14	35	2 6 9½
95·99	75·26	87·41	92·82	21	18	17	355	77	36	6	10	2 15 2½
93·60	91·19	81·13	88·64	59	56	48	512	231	76	8	40	2 1 9½
91·38	88·64	85·24	88·58	17	17	13	662	57	48	9	36	1 18 11½
89·97	91·58	85·61	89·05	51	45	38	2,200	387	137	21	77	2 7 0½
94·77	87·99	88·25	91·09	101	89	68	1,670	264	178	14	89	2 7 10½
94·34	93·45	86·88	91·22	146	133	100	4,713	929	533	89	250	2 3 4½
94·41	89·50	81·65	83·62	54	44	39	665	247	102	13	50	2 4 11½
94·05	89·38	85·48	89·30	129	126	98	2,799	426	227	75	216	1 17 1½
92·28	91·76	88·17	90·95	165	136	79	1,490	471	384	107	261	1 17 0½
91·21	86·03	80·56	86·16	37	33	19	496	61	75	7	33	2 3 6½
93·93	87·11	74·83	83·92	142	122	90	977	283	197	22	69	2 4 4½
94·27	89·38	89·13	87·96	57	50	40	630	130	89	11	39	2 3 4½
94·67	96·83	85·67	91·39	7	6	6	98	13	13	1	6	2 5 6½
97·24	89·58	88·71	91·89	67	65	53	1,023	213	109	5	30	2 8 9½
95·62	96·20	91·38	94·07	335	317	243	16,764	1,858	1,410	266	927	2 0 10½
92·76	93·17	84·56	89·83	33	31	22	797	133	93	27	60	1 15 5½
92·84	89·33	80·51	87·39	13	13	11	188	34	20	2	8	2 3 5½
89·91	86·85	80·56	85·77	105	90	54	485	160	124	15	33	2 0 9
91·84	87·89	82·47	87·40	23	20	13	232	32	32	8	6	2 7 4½
95·09	93·29	83·12	90·87	185	173	141	2,173	397	230	31	135	2 8 8
94·37	92·71	91·41	92·99	107	91	59	4,226	537	397	99	265	1 19 5
95·47	84·46	70·43	80·12	119	98	66	513	182	159	10	60	2 2 4½
93·15	88·68	83·48	88·42	64	62	34	648	122	122	17	43	2 5 8
93·35	91·84	88·84	91·34	18	17	10	370	31	43	9	24	2 0 3½
91·96	87·07	78·13	83·42	89	84	62	2,462	289	193	56	114	2 0 0
93·10	89·94	76·76	85·93	41	42	25	263	67	49	3	13	2 11 9½
89·95	89·73	85·42	88·70	49	43	28	670	202	92	9	19	2 4 11½
94·05	91·70	86·78	90·84	2,966	2,719	1,972	58,567	10,155	6,704	1,159	3,782	2 1 8½

Digitized by Google

Table No. 9.

Showing the Population in 1881, the Number of Elementary Schools on the Annual Grant List on the 30th September 1886, the Accommodation, and the Number of Scholars on the School Registers and in Average Attendance in those Schools.

County.	Population (April 1881).	One Sixth of Population (April 1881).	Number of Schools, i.e. Institutions under separate Management.	Number of Departments under separate Head Teachers.							Accommodation.	Number of Scholars on the Registers.	Average Number in Schools (Average Attendance)
				Public.	Church of Scotland.	Free Church.	Episcopal.	Roman Catholic.	Undenominational and other Schools.	Total.			
Aberdeen	267,990	44,665	299	259	15	7	16	7	22	326	54,044	49,336	39,1
Argyll	76,468	12,745	167	145	7	2	5	3	6	168	16,222	11,916	9,1
Ayr	217,519	36,253	162	132	8	2	1	12	21	176	43,319	38,307	30,1
Banff	69,736	10,456	88	77	4	—	4	6	4	95	15,000	12,086	9,2
Berwick	35,392	5,899	51	49	—	—	—	—	7	56	8,151	5,680	4,6
Bute	17,657	2,943	21	17	—	—	—	1	3	21	3,497	2,340	1,7
Caithness	38,865	6,477	60	56	1	1	—	—	3	63	8,704	6,427	4,5
Clackmannan	25,680	4,280	18	13	—	—	1	1	4	19	5,2 25	4,729	3,6
Dumbarton	75,333	12,556	53	43	2	—	3	6	0	54	13,794	13,079	9,7
Dumfries	76,140	12,690	107	94	3	—	1	4	13	115	16,869	13,101	10,3
Edinburgh	389,164	64,861	167	148	13	3	20	17	27	223	58,367	57,256	46,0
Elgin or Moray	43,788	7,298	57	52	3	—	1	1	5	62	10,264	8,037	6,3
Fife	171,931	28,655	140	160	3	—	1	1	7	172	34,578	31,994	25,5
Forfar	266,360	44,393	171	151	3	3	8	13	19	197	46,028	43,833	33,2
Haddington	38,502	6,417	41	41	2	—	—	1	1	45	7,543	6,630	5,0
Inverness	90,454	15,076	170	154	4	1	3	7	5	174	19,223	13,664	9,7
Kincardine	34,464	5,744	57	52	1	—	5	—	3	61	7,804	6,862	5,3
Kinross	6,697	1,116	8	7	—	—	—	—	1	8	1,324	948	7
Kirkcudbright	42,127	7,021	67	64	1	—	1	3	1	70	9,167	7,032	5,4
Lanark	904,412	150,735	334	248	12	3	1	88	27	379	156,498	148,988	115,0
Linlithgow	43,510	7,252	35	32	—	—	—	2	6	40	9,737	10,033	7,6
Nairn	10,455	1,742	12	13	—	—	—	—	1	14	1,935	1,468	1,1
Orkney and Shetland	61,749	10,292	122	114	6	—	1	—	2	123	11,427	8,525	6,1
Peebles	13,822	2,304	23	21	—	—	1	—	2	24	2,764	2,301	1,8
Perth	129,007	21,501	183	155	11	4	6	3	14	193	27,215	20,977	16,2
Renfrew	263,374	43,896	112	85	2	—	4	25	10	126	45,875	42,923	33,7
Ross and Cromarty	78,547	13,091	133	127	—	1	1	1	4	134	16,861	11,824	8,8
Roxburgh	53,442	8,907	72	70	1	—	2	1	4	78	11,359	9,656	7,8
Selkirk	25,564	4,261	19	15	—	—	1	3	2	21	4,193	3,886	3,1
Stirling	112,443	18,740	94	79	1	1	2	6	10	99	21,754	20,997	15,8
Sutherland	23,370	3,895	43	42	—	—	—	—	1	43	4,251	3,057	2,1
Wigtown	38,611	6,435	55	49	1	—	1	3	2	56	8,106	6,661	4,9
Total	3,735,573	622,596	3,140	2,761	104	28	90	215	237	3,435	701,598	624,553	483,9

Digitized by Google

PART I. OF APPENDIX.

LIST of PARISHES and BURGHS in each COUNTY of SCOTLAND having separate SCHOOL BOARDS, with the population as at the Census of 1881; the names and addresses of the Clerks of the Boards; the number of Members assigned to each School Board by the Board of Education (section 12 (1) of the Act), and the date of the first election of each School Board.

1. The names of *burghs*, excepting those dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, and of the *towns* in Schedule A. of the Education Act, are printed in small capitals.

2. The names of *parishes*, including burghs dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, are printed in ordinary type.

3. *Insular parishes* are indicated thus (*).

4. The *counties* are arranged in alphabetical order. The figures in brackets [ ] indicate the number of School Boards in each county.

—	—	Population.	No. of School Boards.
SCOTLAND - -	Parishes -	2,086,864	923
	Burghs - -	1,648,709	58
	Total -	3,735,573	981

Digitized by Google

LIST.

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[92.] ABERDEEN.	269,047		1873.		
ABERDEEN (Burgh) -	87,409	15	29 Mar.	T. Hector -	31, King Street, Aberdeen.
Aberdour - -	1,903	5	4 Apr.	J. Gall - -	New Aberdour, Fraserburgh.
Aboyne and Glentanner	1,427	5	19 „	A. G. Anderson	North of Scotland Bank, Aboyne, Aberdeen.
Alford - - -	1,472	5	18 Mar.	J. Reid -	Alford, Aberdeen.
Ardallie - -	1,193	5	2 Apr.	T. Ferguson -	177, Union Street, Aberdeen.
Auchindoir and Kearn	1,514	5	24 Mar.	J. Paterson, jun.	Brawland, Rhynie, Aberdeenshire.
Auchterless - -	1,948	7	12 Apr.	J. Stephen -	Smallburn Cottage, Auchterless, Turriff.
Belhelvie - -	1,850	7	15 „	A. Forrest -	Burnside, Belhelvie, Aberdeen.
Birse - -	1,093	5	19 „	J. Ritchie -	Birse, Aberdeen.
Bourtie - -	463	5	19 „	W. Moir, jun. -	Shadowside, Bourtie, Aberdeen.
Cabrach - -	682	5	12 „	J. Forbes -	Tombreck, Bridge of Bucket, Aberdeen.
Cairney - -	1,565	5	11 „	J. Wilson -	Upper Hillside, Cairney, Huntly.
Chapel of Garioch -	1,780	7	5 „	A. Reid, jun. -	Overtown, Fetternear, Inveruric.
Clatt - - -	452	5	10 „	Wm. Duncan -	Culsie, Clatt, Kennethmont, Aberdeenshire.
Cluny - - -	1,298	5	16 May	J. Barron -	Blackstock, Cluny, Aberdeen.
Coull - - -	526	5	29 Mar.	W. Kennedy -	Kirkton of Coull, Tarland, Aberdeen.
Crathie and Braemar -	1,594	5	19 Apr.	W. Michie -	Tillochcoy, Inver, Ballater, Aberdeenshire.
Crimond - -	832	5	12 „	W. B. Robertson	The Schoolhouse, Crimond, Peterhead.
Cruden - -	2,997	7	29 Mar.	Alexr. Bruce -	Cruden, Ellon.
Culsalmond - -	828	5	20 „	W. Alexander -	Glenniston, Insch.
Daviot - - -	724	5	12 Apr.	J. Beaton -	Lumphart Cottage, Inverurie.
Drumblade - -	943	5	14 „	G. Allan -	Newton Garry, Drumblade, Huntly.
Drumoak - -	930	5	8 „	W. Ross -	Nether Park, Drumoak, Aberdeen.
Dyce - - -	1,162	5	24 Mar.	A. Moir -	216, Union Street, Aberdeen.
Echt - - -	1,297	5	10 May	J. Shewan -	Easter Culfosie, Echt, Aberdeen.
Ellon - - -	2,872	7	8 Apr.	J. H. Brown -	North of Scotland Bank, Ellon.
Fintray - -	1,032	5	29 Mar.	Wm. Cumming	Hatton, Fintray, Aberdeen.
Forgue - -	1,303	5	5 Apr.	G. Winton -	Kirkton Cottage, Forgue, Huntly.
Foveran - -	2,042	7	19 „	A. Buxton -	Hill of Fiddes, Cultercullen, Aberdeen.
Fraserburgh (including Town).	7,596	7	15 „	T. Lawrance -	Fraserburgh.
Fyvie - - -	3,251	9	13 Mar.	J. Mackie -	Lewes, Fyvie, Aberdeenshire.
Gartly - - -	890	5	17 Apr.	A. MacPherson	Huntly.
Glass - - -	1,020	5	10 „	J. G. Innes -	Old Manse, Glass, Huntly, Aberdeen.
Glenbucket - -	506	5	24 Mar.	J. Forbes -	Tombreck, Bridge of Bucket, Aberdeen.
Glengairn - -	454	5	12 Apr.	J. Abercrombie	Loinaghnoil, Glengairn.
Glenmuick and Tullich	1,672	5	5 „	J. Simpson -	Union Bank of Scotland, Ballater.
Huntly (including Town)	4,388	9	10 „	W. Murdoch -	Huntly.
Insch - - -	1,536	5	14 Mar.	A. Henderson -	Insch.
Inverurie (incl. Burgh)	3,088	7	18 „	J. Munro -	41, Market Place, Inverurie.
Keig - -	776	5	3 Apr.	C. Mackintosh -	Pittendreigh, Keig, Aberdeen.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Keithhall and Kinkell	880	5	1 Apr.	Jas. McGlashan	Keithhall by Inverurie.
Kemnay	1,636	5	22 „	A. Whyte	Kemnay, Aberdeen.
Kennethmont	999	5	4 „	J. Scatterby	Kennethmont, Aberdeenshire.
Kildrummy	656	5	22 „	G. B. Watt	Honeybarrel, Kildrummy, Aberdeen.
Kincardine O'Neil	1,931	5	28 „	D. Anderson	Torphins, Aberdeen.
King Edward	1,164	5	29 Mar.	P. Duncan	Balchars, King Edward, Banff.
Kininmonth (School District, § 17, parts of Lonmay, Strichen, Old Deer, and Longside).	1,099	5	†	J. Simpson	Kininmonth, Mintlaw.
Kinnellar	580	5	15 Sept.‡	J. Mearns	The Schoolhouse, Kinnellar, Aberdeen.
Kintore (including Burgh).	2,327	5	1 „	J. C. Innes	Kintore, Aberdeenshire.
Leochel-Cushnie	1,474	7	27 Mar.	C. Craib	Whiteknows, Whitehouse, Aberdeen.
Leslie	523	5	4 Apr.	W. Ingram	Leslie, Insch.
Logie Buchan	767	5	5 „	J. H. Brown	North of Scotland Bank, Ellon.
Logie Coldstone	908	5	31 Mar.	A. Farquharson	Loanhead, Logie-Coldstone Tarland, Aberdeen.
Longside	3,211	7	19 Apr.	G. Davidson	Longside, Aberdeen.
Lonmay	1,767	5	19 „	G. A. Cruickshank	Nether Cortes, Rathen, Lonmay, Aberdeenshire.
Lumphanan	1,130	5	26 „	H. Stuart	Lumphanan, Aberdeen.
Meldrum	2,254	7	9 „	A. S. Wilson	North of Scotland Bank, Old Meldrum, Aberdeenshire.
Methlick	2,162	5	7 „	J. Allan	Methlick, Aberdeen.
Midmar	1,041	5	10 May	J. Strachan	Midmar, Aberdeen.
Millbrex	1,406	5	16 Apr.	J. Mackie	Fyvie, Aberdeenshire.
Monquhitter	2,474	7	20 Mar.	J. Lamb	Cuminestown, Turriff.
Monymusk	1,155	5	27 „	W. L. Chivas	Nether Inver, Monymusk, Aberdeen.
New Byth	1,967	7	12 Apr.	A. Henderson	New Byth, Turriff.
New Deer	4,062	7	8 „	G. Lawrence	New Deer, Aberdeen.
Newhills	5,480	7	19 „	Rev. J. Wiseman	Buxburn, Aberdeen.
New Machar	1,505	7	3 „	D. Adams	Summerhill, New Machar, Aberdeen.
New Pitsligo	2,964	7	29 Mar.	J. Scott	New Pitaligo, Aberdeen.
Old Deer	3,772	7	12 Apr.	T. Ferguson	63, Union Street, Aberdeen.
Old Machar	19,118	11	19 „	H. McLennan	71, King Street, Aberdeen.
Oyne	962	5	31 Mar.	W. Home	Newton of Ardoyne, Insch.
Peterculter	1,908	5	26 Apr.	J. P. Cumine	4, Correction Wynd, Aberdeen.
PETERHEAD (Burgh)	10,953	9	14 „	R. Maitland	Peterhead.
Peterhead (Landward)	3,304	7	10 May	R. Maitland	Peterhead.
Pitsligo	2,582	5	5 July	J. D. Sharp	Union Bank of Scotland, Rosehearty, Fraserburgh.
Premnay	930	5	15 Mar.	J. Gartly	Insch.
Rathen	2,825	7	3 May	J. Stewart	North of Scotland Bank, Strichen, Aberdeen.
Rayne	1,284	5	11 Mar.	J. H. Auld	Newton, Rothmaise, Insch.
Rhynie	1,126	5	9 Apr.	J. Roger	Rhynie, Aberdeenshire.
Savoch	1,981	5	7 „	G. Knox	Auchnagatt, Ellon.
Skene	1,787	5	3 „	J. Wyness	Skene, Aberdeen.
Slains	1,256	5	17 „	J. Sangster	Slains, Ellon.

† 18th April 1874. ‡ Date of nomination by Board of Education, no election having taken place. Date originally fixed, 22nd March.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Strathdon - -	1,316	5	10 Mar.	A. Kellas -	Mains of Glencarvie, Strathdon, Aberdeen.
Strichen - -	2,013	5	19 Apr.	J. Caie -	Strichen, Aberdeen.
Tarland and Migvie -	1,173	5	2 „	W. Thomson -	Tarland, Aberdeen.
Tarves - -	2,389	5	4 „	J. Anderson -	Tarves, Aberdeen.
Tough - - -	681	5	19 „	Duncan Reid -	W. Kincraigie, Whitehouse, Aberdeen.
Towie - -	759	5	11 Mar.	J. Profeit -	Nether Towie, Inverkindie, Aberdeen.
Tullynessle and Forbes	981	5	17 „	J. Lawson -	Scotsmill, Tullynessle, Alford, Aberdeen.
Turriff - -	4,343	7	12 Apr.	A. Cruickshank	61, High Street, Turriff.
Tyrie - - -	871	5	19 „	A. Johnstone -	Fraserburgh.
Udny - - -	1,638	5	5 „	W. Giles -	Udny Station, Aberdeen.
Ythan Wells - -	1,315	5	3 May	J. Stephen -	Smallburn Cottage, Auchterless, Turriff.
[46.] ARGYLL.	80,761				
Acharacle - -	1,236	7	25 June	A. D. Gillies -	Laga, Salen, Ardgour, Argyllshire.
Ardchattan and Muckairn.	2,005	5	8 May	A. M. Sinclair -	Taynuilt, Argyllshire.
Ardnamurchan -	2,248	7	18 June	D. Fraser -	Fort William.
CAMPBELTOWN (Burgh)	7,693	7	27 Mar.	D. M. Maxtone	Campbeltown.
Campbeltown (Landward).	2,062	5	4 Apr.	J. Lothian -	Argyll Street, Campbeltown.
*Coll - - -	643	5	17 „	D. Macorkindale	Coll, Oban.
*Colonsay and Oronsay	397	5	15 Sept.†	M. McNeill -	Colonsay, Greenock.
Craignish - -	451	5	19 Apr.	Rev. N. McMichael.	Craignish, Argyll.
Cumlodden - -	890	5	29 July	G. Ferguson -	Pennymore, Furnace, Argyllshire.
Dunoon and Kilmun -	8,002	9	12 Apr.	D. Anderson -	Victoria House, Dunoon.
*Gigha and Cara -	382	5	3 „	M. W. Galbraith	Gigha, Greenock.
Glassary - -	1,486	5	15 Mar.	D. MacLachlan	Lochgilphead.
Glenaray (including Burgh of Inveraray).	1,407	5	26 „	A. Henderson -	Inveraray.
Glenorchy and Inishail	977	7	13 May	A. M. Sinclair -	Taynuilt, Argyllshire.
Inverary (Burgh), united to Glenaray.	—	—	—	—	—
Inverchaolain - -	407	5	18 Apr.	D. Macdonald -	Inverchaolain, Innellan, Greenock.
*Jura - - -	946	5	25 Mar.	J. McGillwray -	New Brosdale, Jura, Greenock.
Kilbrandon and Kilchattan.	1,767	5	8 May	A. Cowan -	Easdale, Oban.
Kilcalmonell and Kilberry.	1,043	5	15 July	A. McDougall -	Tarbert, Greenock.
*Kilchoman - -	2,547	7	2 Apr.	J. McTaggart -	Kilchearan, Bridgend, Greenock.
Kilchrenan and Dalavich	632	5	18 „	D. M'Culloch -	Barbreck, Kilchrenan, Cladich, Argyllshire.
*Kildalton - -	2,271	5	26 „	L. McCuaig -	Port Ellen, Greenock.
Kilfinan - -	2,153	5	12 Mar.	J. MacKenzie -	Royal Bank of Scotland, Tigh-na-bruaich, Greenock.
*Kilfinichen and Kilvickeon.	1,982	5	12 May	A. McGregor -	Kilfinichen, Bunessan, Oban.

† Date of nomination by Board of Education, no election having taken place. Date originally fixed, 25th April.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ARGYLL—*cont.*			1873.		
*Killarrow and Kilmeny	2,756	7	26 Mar.	M. Mactaggart	Bowmore, Greenock.
Killean and Kilchenzie	1,368	5	8 Apr.	C. Mackinven	Gallowhill, Campbeltown.
Kilmallie	4,157	7	9 „	D. McLeish	Fort William.
Kilmartin	811	5	21 Mar.	J. McKinnell	Kilmartin, Lochgilphead.
Kilmodan	323	5	28 „	J. MacInnes	Glendaruel, Greenock.
Kilmore and Kilbride (exclusive of Burgh of Oban).	1,096	5	6 May	J. S. McCaig	John Square, Oban.
*Kilninian and Kilmore	2,327	7	8 Apr.	A. Cameron	Tobermory, Oban.
Kilninver and Kilmelford.	405	5	5 May	Rev. Colin Campbell.	Kilninver, Lochgilphead.
Lismore and Appin	3,433	7	9 „	D. Macintyre	Port Appin, Oban.
Lochgilphead	3,605	7	11 Mar.	A. Mac Ewan	Lochgilphead.
Lochgoilhend and Kilmorich.	870	5	23 Apr.	Robt. Armstrong	Lochgoilhead, Greenock.
Morvern	758	5	8 „	H. A. Fraser	Kinlochaline, Fort William.
North Knapdale	927	5	2 May	H. McDiarmid	North Knapdale, Lochgilphead.
OBAN (Burgh)	4,046	5	14 Mar.	R. Lawrence	Oban.
Saddell and Skipness	1,156	5	14 May	W. Kennedy	Carradale, Greenock.
*Salen	600	5	2 July	J. McLachlan	Tobermory, Oban.
Southend	955	5	8 Apr.	J. Lothian	Argyll Street, Campbeltown.
South Knapdale	453	5	25 „	D. MacLachlan	Lochgoilhead.
Stralachlan & Strachur	932	5	15 Sept.†	A. Weir	Ardendarroch Cottage, Strachur, St. Catharine's, Argyllshire.
Stroatian	691	5	18 July	N. B. Mackenzie	British Linen Bank Buildings, Fort William.
Tarbert	2,017	5	8 „	A. Macdougall	Tarbert, Greenock.
*Torosay	715	5	13 May	J. F. Sim	Oban.
*Tyree	2,733	7	28 Mar.	A. McLean	Tyree, Oban.
[51.] AYR.	216,677				
Alloway	907	5	23 Mar.	D. Gray	Alloway, Ayr.
Ardrossan	7,807	7	5 Apr.	J. Cook	Town Clerk's Office, Ardrossan.
Auchinleck	6,681	7	14 Mar.	D. Smith	Auchinleck, Cumnock.
AYR (Burgh)	20,987	9	10 May	T. Gemmell	Ayr.
Ayr (Landward)	806	5	30 Oct.‡	C. G. Shaw	County Buildings, Ayr.
Ballantrae	1,442	5	8 May	J. Wason	Ballantrae, Girvan.
Barr	600	5	12 Apr.	R. Boyd	Kelton Villa, Barr, Girvan.
Beith	6,555	7	11 „	A. Stewart	Beith.
Colmonell	2,191	5	23 „	G. Rowan	Ballochmorrie, Girvan.
Coylton	3,100	5	26 „	J. Smith	Coylton, Ayr.
Craigie	590	5	17 May	A. McFarlane	Craigie, Kilmarnock.
Crosshill	1,285	5	18 Apr.	Jas. Andrew	Barcully, Maybole.
Dailly	2,226	5	22 Mar.	W. G. Wilson	Maybole.
Dalmellington	6,383	7	26 „	A. S. Glass	Dalmellington, Ayrshire.
Dalry	10,215	9	29 Apr.	A. Comrie	Dalry, Ayrshire.
Dalrymple	1,362	5	3 „	W. Clark	Dalrymple, Ayr.
Dreghorn	3,949	7	3 „	N. Auld	Bankhead, Kilmarnock.
Dundonald	4,096	7	5 „	H. Mc G. Highet	Irvine.
Dunlop	1,363	5	18 Mar.	J. Stevenson	Dunlop, Stewarton, Ayrshire.
Fenwick	1,152	5	25 „	J. Fulton	Kirkton, Fenwick, Ayrshire.

† Date of nomination by Board of Education, no election having taken place. Date originally fixed, 28th May.

‡ Date of nomination by Board of Education, no election having taken place. No date fixed.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
AYR—*cont.*			1873.		
Galston - - -	5,220	7	22 Mar.	R. Blair -	British Linen Company Bank, Galston, Kilmarnock.
GIRVAN (Town) -	3,602	7	18 Apr.	P. Fraser-Mac Kenna.	Girvan.
Girvan (Landward) -	1,878	5	18 „	Thos. McConnochie	Royal Bank of Scotland, Girvan.
IRVINE (Burgh) -	8,517	7	27 Mar.	W. C. Wilson -	Irvine.
Irvine (Landward) -	1,505	5	14 Apr.	H. Mc G. Highet	Irvine.
Kilbirnie - -	5,243	7	29 Mar.	W. Allan -	Main Street, Kilbirnie, Ayrshire.
KILMARNOCK (Burgh) -	25,844	9	15 „	J. P. Stevenson -	Kilmarnock.
Kilmarnock (Landward)	1,960	7	21 „	J. P. Stevenson -	Kilmarnock.
Kilmaurs - -	3,704	7	10 Apr.	D. Carruthers -	Market Lane, Kilmarnock.
Kilwinning - -	7,037	7	10 „	A. Macrorie -	Kilwinning, Ayrshire.
Kirkmichael - -	983	5	17 „	W. Dunn -	Glastron, Dalrymple, Ayr.
Kirkoswald - -	1,515	5	19 „	A. Herron -	Corrieston, Kirkoswald, Maybole.
Largs - - -	4,196	7	20 Mar.	A. Hill - -	Largs, Greenock.
Loudoun - -	5,980	7	14 „	A. Cameron -	Newmilns, Kilmarnock.
Mauchline - -	2,504	5	15 „	W. McMillan -	Mauchline.
Maybole (combined District).	6,194	7	5 & 12 Apr.	J. Gibson -	Maybole.
Monkton and Prestwick	2,121	5	19 Apr.	H. Boyd, jun. -	Prestwick, Ayrshire.
Muirkirk - -	5,123	7	29 Mar.	R. A. Leslie -	Main Street, Muirkirk, Lanark.
New Cumnock -	3,781	7	22 „	A. Moodie -	Pathhead, New Cumnock, Ayrshire.
Newton-on-Ayr (Landward) (united to St. Quivox, § 17).	—	—	—	——	——
Ochiltree - -	1,493	5	29 Mar.	A. Smith -	Ochiltree, Cumnock.
Old Cumnock - -	4,861	7	27 „	A. Brakenridge -	Glaisnock Street, Cumnock.
Riccarton - -	5,172	7	29 „	D. Broadfoot -	10, Portland Street, Kilmarnock.
St. Quivox (Landward) (including Newton-on-Ayr, Landward).	1,766	5	10 May	J. Meikle -	St. Quivox, Ayr.
Sorn - - -	5,255	7	5 Apr.	R. B. Conner -	Catrine, Mauchline.
Stair - - -	928	5	3 „	R. L. Robertson	Stair, Coylton, Ayr.
Stevenston - -	5,694	7	12 „	J. Dickie -	Stevenston, Ayrshire.
Stewarton - -	4,309	7	2 „	J. Love -	Stewarton, Ayrshire.
Straiton - -	1,241	5	29 Mar.	H. McFadzean -	Straiton, Maybole.
Symington - -	697	5	28 „	W. Wakelin -	Symington, Kilmarnock.
Tarbolton - -	3,599	7	14 Apr.	J. Crawford -	Tarbolton, Ayrshire.
West Kilbride - -	2,058	5	2 „	Rev. W. Mackenzie (*interim*).	West Kilbride, Greenock.
[24.] BANFF.	59,783				
Aberlour - -	1,794	5	8 Apr.	H. Stewart -	City Chambers, Elgin.
Alvah - - -	1,187	5	26 „	F. W. Runcie -	Bruntbrae, Alvah, Banff.
BANFF (Burgh) -	4,221	9	31 Mar.	J. Allan -	Banff.
Banff (including Q.S. Par. of Ord, united under § 17), (Landward).	1,458	5	19 Apr.	W. Joss -	Blairshinnoch, Banff.
Botriphnie - -	696	5	3 May	A. Thurburn -	Moss Street, Keith.
Boyndie - -	1,801	5	25 Apr.	G. Hepburn -	Boyndie, Banff.
Buckie (included in Rathven).	—	—	—	——	——
Cullen - - -	2,236	7	26 Apr.	J. Allan -	Cullen, Fochabers.
Deskford -	849	5	7 May	A. T. Garden -	Brankanentham, Fordyce by Portsoy.
Enzie - - -	2,413	5	13 „	W. R. Thomson	Port Gordon, Buckie.
Fordyce - -	4,289	7	16 Apr.	W. Ingram -	Portsoy, Banffshire.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
BANFF—*cont.*			1873.		
Forglen	744	5	31 Mar.	Rev. A. Bowman	Manse of Forglen, Turriff.
Gamrie	6,756	9	21 Apr.	A. George	Town Clerk's Office, Macduff, Banffshire.
Glearinnes	401	5	17 Mar.	Rev. C. Bruce	Glenrinnes, Dufftown, Banffshire.
Grange	1,754	5	12 Apr.	G. Stodart	Grange, Keith.
Inveravon	2,568	7	31 Mar.	W. Phimister	Drumin, Ballindalloch, Banffshire.
Inverkeithny	909	5	19 Apr.	P. Chapman	Fortrie, Turriff.
Keith	6,396	7	5 ,,	A. Thurburn and J. G. Fleming.	Moss Street, Keith.
Kirkmichael	1,073	5	10 ,,	A. Innes	Bridge of Avon, Tomintoul, Ballindalloch, Banffshire.
Marnoch	3,141	7	26 ,,	J. Dawson	Aberchirder, Banff.
Mortlach	2,651	7	12 ,,	J. Petrie	Dufftown, Banffshire.
Ordiquhill	714	5	15 Sept.†	W. Mathieson	40, Rosemount Place, Aberdeen.
Rathven (incl. Buckie)	8,842	9	15 Apr.	A. Mair	Buckie, Fochabers.
Rothiemay	1,363	5	21 ,,	A. Thurburn	Moss Street, Keith.
St. Fergus	1,527	5	10 ,,	A. Greig	Netherhill, St. Fergus, Peterhead.
[32.] BERWICK.	35,615				
Abbey St. Bathan's	250	5	22 Mar.	W. Moyes	Abbey St. Bathan's, Grantshouse, Berwickshire.
Ayton	2,040	5	13 ,,	T. Thompson	Ayton.
Bunkle and Preston	726	5	25 Apr.	G. Mason	Bunkle, Edrom, Berwickshire.
Channelkirk	607	5	7 ,,	H. M. Liddell	Channelkirk, Lauder, Berwickshire.
Chirnside	1,516	5	31 Mar.	D. Denholm	Chirnside, Berwickshire.
Cockburnspath	1,130	5	5 Apr.	A. W. Henderson	Cockburnspath.
Coldingham	3,173	9	2 ,,	J. J. Craik	Coldingham, Ayton.
Coldstream	2,561	7	31 Mar.	J. Porteous	Coldstream.
Cranshaws	106	5	19 Apr.	R. Pringle	Cranshaws, Duns.
Duns	3,353	7	13 Mar.	W. Home Waite	Easter Street, Duns.
Earlston	1,767	5	27 ,,	J. Mackenzie	Commercial Bank of Scotland, Earlston, Berwickshire.
Eccles	1,546	7	27 ,,	T. B. Dove	Kelso.
Edrom	1,514	7	26 Feb.	J. B. Kellie	Duns.
Eyemouth	2,935	5	17 Mar.	J. Donaldson	Eyemouth, Ayton.
Fogo	468	5	14 Apr.	J. Macfarlane	Fogo, Duns.
Foulden	393	5	4 ,,	J. Shed	Foulden, Berwick.
Gordon	832	5	5 ,,	Alex. Lyall	Gordon, Berwickshire.
Greenlaw	1,245	5	12 ,,	D. Leitch	Greenlaw, Berwickshire.
Hume and Stitchell	749	5	8 ,,	T. Tulley	Hume, Kelso.
Hutton	962	5	17 Mar.	J. Thomline	Hutton, Berwick.
Ladykirk	438	5	10 Apr.	Rev. W. Dobie	The Manse, Ladykirk, Norham, Berwickshire.
Langton	505	5	10 Mar.	W. Home Waite	Easter Street, Duns.
Lauder (including Burgh).	1,940	5	4 Apr.	T. Broomfield	Lauder, Berwickshire.
Legerwood	549	5	10 ,,	Robt. Martin	Legerwood, Earlston, Berwickshire.
Longformacus	385	5	5 ,,	W. Home Waite	Duns.
Mertoun	682	5	12 ,,	J. Dodds	Mertoun, St. Boswell's, Roxburghshire.

† Date of nomination by Board of Education, no election having taken place. Date originally fixed 18th April.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
BERWICK—*cont.*			1873.		
Mordington - -	367	5	4 June	T. Muir - -	Mordington, Berwick.
Nenthorn - -	454	5	5 Apr.	W. Winton -	Nenthorn, Kelso.
Polwarth - -	227	5	22 Mar.	R. Johnstone -	Polwarth, Duns.
Swinton - -	964	5	29 „	Rev. W. Shearer	Swinton, Coldstream.
Westruther - -	671	5	11 Apr.	A. A. Walker -	Westruther, Lauder, Berwickshire.
Whitsome - -	560	5	21 „	R. Lees -	Whitsome, Chirnside, Berwickshire.
[6.] BUTE.	17,634				
Cumbrae - -	1,856	5	5 Apr.	J. Ross - -	20, Stuart Street, Millport, Greenock.
Kilbride - -	2,176	5	18 Mar.	John B Sweet -	Lamlash, Isle of Arran.
Kilmory - -	2,586	7	25 „	P. McKenzie -	Tormore, Brodick, Isle of Arran.
Kingarth - -	1,260	5	4 Apr.	J. T. Wilson -	Town Clerk's Office, Rothesay.
North Bute and Rothesay (Landward) united, §17.	1,427	5	19 „	J. R. Thomson -	41, High Street, Rothesay.
ROTHESAY (Burgh) -	8,329	7	27 Mar.	J. T. Wilson -	Town Clerk's Office, Rothesay.
[12.] CAITHNESS.	39,859				
Bower - - -	1,608	5	20 Mar.	R. S. W. Leith -	Bridge Street, Wick.
Canisbay - -	2,373	7	27 „	J. Sutherland -	Canisbay, Wick.
Dunnet - -	1,607	5	16 Apr.	A. Mackay -	Dunnet, Thurso.
Halkirk - -	2,705	7	9 „	H. J. Mackay -	Halkirk, Caithness.
Keiss - - -	1,348	5	10 „	R. S. W. Leith -	Bridge Street, Wick.
Latheron - -	6,675	7	27 Mar.	C. F. Reid -	Clyth Cottage, Lybster, Wick.
Olrig - - -	2,002	5	5 May	Saml. S. Goudie	Castletown, Thurso.
Reay - - -	2,191	5	23 Apr.	G. Macleod -	Reay, Thurso.
Thurso - -	6,217	7	20 Mar.	Rev. C. S. Findlay	Thurso.
Watten - -	1,406	5	3 Apr.	D. Alexander -	East Watten, Watten, Caithness.
WICK (Burgh) -	6,518	7	2 „	G. M. Sutherland	Wick.
Wick (Landward) -	5,209	7	11 „	D. Leith - -	Wick.
[5.] CLACKMANNAN.	23,948				
ALLOA (Town) -	8,822	7	14 Mar.	David Kier -	Alloa.
Alloa (Landward) -	2,816	5	5 Apr.	J. W. Muir -	20, Bank Street, Alloa.
Clackmannan - -	4,466	7	25 Mar.	A. P. Moir -	20, Bank Street, Alloa.
Dollar - - -	2,500	7	17 „	J. F. Bowie -	Dollar, Clackmannanshire.
Tillicoultry - -	5,344	7	27 „	A. Walker -	18, Stirling Street, Tillicoultry. Clackmannanshire.
[14.] DUMBARTON.	78,267				
Arrochar - -	517	5	8 May	Murdo Mackenzie.	Tarbet, Lochlomond.
Bonhill - -	12,524	7	12 Apr.	J. McMurray -	Commercial Bank of Scotland, Bonhill, Dumbartonshire.
Cardross - -	5,883	7	19 „	A. Bayne -	Back Street, Renton, Dumbartonshire.
Cumbernauld - -	4,355	7	19 „	J. Longwill -	Royal Bank, Cumbernauld, Glasgow.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
DUMBARTON—*cont.*					
			1873.		
DUMBARTON (Burgh) -	13,786	9	8 Mar.	A. Allan -	Dumbarton.
Dumbarton (Landward)	598	5	10 Oct.†	W. Bsbtie -	County Buildings, Dumbarton.
Kilmaronock - -	927	5	29 Mar.	R. McKinlay, jun.	Bridgend, Alexandria, Dumbartonshire.
KIRKINTILLOCH (Town)	7,361	7	8 Apr.	J. Hutcheson -	115, Wellington Street, Glasgow.
Kirkintilloch (Landward).	3,230	5	4 „	J. Hutcheson -	115, Wellington Street, Glasgow.
Luss - - -	719	5	9 May	Jas. Wilson -	Luss Estates Office, Helensburgh.
New or East Kilpatrick	7,414	7	10 Mar.	J. Cranmer -	Craigmaddie Place, Milngavie, Glasgow.
Old or West Kilpatrick	8,862	7	5 Apr.	G. Smith -	Union Bank of Scotland, Partick, Glasgow.
Roseneath - -	1,994	5	28 Feb.	A. McNeilage -	Kilcreggan, Greenock.
Row - - -	10,097	7	11 Apr.	G. Maclachlan -	Helensburgh.
[45.] DUMFRIES.	76,167				
			1876.		
‡Annan (including Burgh)	4,943	7	11 Apr.	W. Roddick -	Commercial Bank of Scotland, Annan.
			1873.		
Applegarth and Sibbaldie.	969	5	12 Apr.	W. Paterson -	Jardine Hall, Lockerbie.
Brydekirk - -	702	5	15 Sept.§	J. Moffat -	Kirtlebridge, Ecclefechan.
Caerlaverock - -	1,051	5	4 Apr.	J. Hunter -	Castlewood Cottage, Caerlaverock, Dumfries.
Canonbie - -	2,723	7	14 „	J. Watson -	Byreburn, Canonbie, Dumfriesshire.
Closeburn - -	1,505	5	31 Mar.	G. McFarlan -	Closeburn Mains, Thornhill.
Cummertrees - -	1,068	5	29 „	J. Irving -	Moor Cottage, Trailtrow, Cummertrees, Annan.
Dalton - - -	579	5	8 „	J. H. McGowan	Dumfries.
Dornock - -	814	5	19 Apr.	D. Brown -	British Linen Company Bank, Annan.
Dryfesdale - -	2,971	7	28 „	David McJerrow	Lockerbie.
DUMFRIES (Burgh) -	12,629	9	15 Mar.	J. B. Dinwiddie	Dumfries.
Dumfries (Landward) -	4,212	7	29 „	J. H. McGowan	Dumfries.
Dunscore - -	1,405	5	8 Apr.	J. Laurie -	Dunscore, Auldgirth, Dumfries.
Durrisdeer - -	1,107	5	8 „	J. R. Wilson -	Sanquhar, Dumfriesshire.
Eskdalemuir - -	543	5	17 „	A. Glendinning	Glendearg, Eskdalemuir, Langholm.
Ewes - - -	337	5	18 „	J. C. Lyall -	Ewes, Langholm.
Glencairn - -	1,787	5	17 Mar.	D. Corson -	Moniaive, Thornhill.
Gretna or Graitney -	1,212	5	25 „	F. Ker - -	Gretna, Carlisle.
Halfmorton - -	497	5	18 „	J. Murphy -	Halfmorton, Canonbie, Dumfriesshire.

† Date of nomination by Board of Education, no election having taken place. No date fixed.

‡	——	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.
	Annan (Burgh) -	3,366	7	11 Mar. 1873.
	Annan (Landward) -	1,577	5	14 Apr. „

§ Date of nomination by Board of Education, no election having taken place. Date originally fixed, 3rd April.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—*cont.*			1873.		
Hoddam	1,445	5	7 Apr.	T. Shankland	Royal Bank, Ecclefechan.
Holywood	1,078	5	12 „	R. Sharpe	Maxwelltown, Dumfries.
Hutton and Corrie	814	5	14 „	W. McClure	Clydesdale Bank, Lockerbie.
Johnstone	1,002	5	14 „	G. M. Davidson	Goodhope, Lockerbie.
Keir	745	5	24 Mar.	W. Scott	Keir Mill, Thornhill.
Kirkconnel	1,019	5	17 Apr.	J. Brown	Sanquhar, Dumfriesshire.
Kirkmahoe	1,250	5	5 „	J. Carmont	Kirkton, Kirkmahoe, Dumfries.
Kirkmichael	849	5	19 „	H. S. Gordon	Dumfries.
Kirkpatrick Fleming	1,464	5	7 „	T. Dunbar	Bridge Place, Annan.
Kirkpatrick Juxta	1,064	5	26 „	T. Tait	Moffat.
Langholm	4,612	7	27 Mar.	R. McGeorge, Solicitor.	Langholm.
Lochmaben (including Burgh).	2,816	7	28 „	T. E. Watson	National Bank, Lochmaben, Lockerbie.
Middlebie	1,927	5	25 „	D. Johnston	Blackwoodridge, Ecclefechan.
Moffat	2,930	7	11 Apr.	T. Tait	Moffat.
Morton	2,118	5	10 „	A. Jardine	Thornhill, Dumfriesshire.
Mouswald	558	5	3 Mar.	Rev. J. Gillespie	The Manse, Mouswald, Dumfries.
Penpont	1,176	5	3 Apr.	W. Findlay	Penpont, Thornhill.
Ruthwell	868	5	24 Mar.	Rev. J. McFarlan	The Manse, Ruthwell, Dumfriesshire.
St. Mungo	653	5	12 Apr.	W. McClure	Clydesdale Bank, Lockerbie.
Sanquhar (incl. Burgh)	3,109	7	14 „	J. Brown	Sanquhar, Dumfriesshire.
Tinwald	861	5	22 Mar.	J. Caesar	Delvin Cottage, Tinwald, Dumfries.
Torthorwald	990	5	21 „	J. Hamilton	Torthorwald, Dumfries.
Tundergarth	466	5	31 „	W. McClure	Clydesdale Bank, Lockerbie.
Tynron	416	5	8 Apr.	J. Laurie	Tynron, Thornhill.
Wamphray	455	5	8 „	G. Rae	Wamphray, Moffat.
Westerkirk	478	5	28 Mar.	J. Fairbairn	Arkinholm Terrace, Langholm.
[34.] EDINBURGH.	388,819				
Borthwick	1,374	7	14 Apr.	R. Stoddart	Gorebridge, Mid-Lothian.
Carrington	606	5	5 „	W. G. Gardner	Carrington, Bains, Gorebridge.
Cockpen	3,431	7	19 „	P. Forbes	Bonnyrigg, Mid-Lothian.
Colinton	4,347	7	5 „	J. Russell	Colinton Bank, Colinton, Edinburgh.
Corstorphine	2,156	5	18 „	J. B. Paterson	Laurel Bank, Corstorphine, Edinburgh.
Cramond	2,960	7	18 Mar.	R. C. Bell	1, North Charlotte St., Edinburgh.
Cranston	998	5	5 Apr.	Rev. Geo. S. Smith.	Cranston, Dalkeith.
Crichton	1,094	5	4 „	J. Simpson	Pathhead, Ford, Dalkeith.
Currie	2,390	7	4 „	J. Gregor	Currie, Mid-Lothian.
DALKEITH (Town)	6,807	7	15 Mar.	T. Sturrock	66, High Street, Dalkeith.
Dalkeith (Landward)	996	5	19 Apr.	G. H. Gorrie	Bridgend, Dalkeith.
Duddingston (Landward)	1,124	5	4 „	A. Logan	Spylaw House, Colinton, Edinburgh.
EDINBURGH (City)	228,357	15	29 Mar.	J. Arnot	25, South Castle Street, Edinburgh.
Edinburgh—(St. Cuthberts and Dean).	7,976	7	19 Apr.	Chiene and Tait	67, George Street, Edinburgh.
Fala and Soutra	312	5	15 Sept.†	J. Duncan	The Schoolhouse, Fala, Blackshiels, Mid-Lothian.

† Date of nomination by Board of Education, no election having taken place. Date originally fixed, 19th April.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
EDINBURGH—*cont.*			1873.		
Glencorse - -	1,500	5	5 Apr.	P. Gow - -	Glencorse, Milton Bridge, Mid-Lothian.
Heriot - - -	429	5	17 „	G. C. Smith -	Heriot, Gorebridge, Mid-Lothian.
Inveresk (Landward) -	2,657	7	28 Mar.	D. Macnab -	Lilybank Cottage, Musselburgh.
Kirknewton and East Calder.	2,742	7	19 June	J. H. Stewart -	Selms, Kirknewton, Mid-Lothian.
Lasswade - -	8,872	7	5 Apr.	P. Forbes -	Bonnyrigg, Lasswade.
LEITH (Burgh) -	59,485	9	9 „	T. T. Gray - R. Hardie (*int.*).	2, Links Place, Leith.
Leith, South (Landward)	1,703	5	23 „	Rev. G. Boyd -	27, Spring Gardens, Abbey Hill, Edinburgh.
Liberton - -	5,731	7	4 „	T. J. Cochrane	4, North St. Andrew Street, Edinburgh.
Midcalder - -	1,695	5	26 „	W. Matthew -	Midcalder, Mid-Lothian.
MUSSELBURGH (Burgh)	7,880	7	15 Mar.	D. Macnab -	Lilybank Cottage, Musselburgh.
Newbattle - -	2,675	5	15 Apr.	W. J. Jones -	Tait Street, Dalkeith.
Newton - -	1,307	5	22 Mar.	C. B. Hutchison	Newton, Dalkeith.
Penicuik - -	5,309	7	29 „	J. Alexander -	Penicuik.
PORTOBELLO (Burgh)	6,794	7	19 Apr.	J. O. Fraser -	124, High Street, Portobello.
Ratho - - -	1,815	5	14 Mar.	D. Smith -	Ratho, Mid-Lothian.
Stobhill - -	3,065	5	10 May	R. Stoddart -	Gorebridge, Mid-Lothian.
Stow - - -	2,010	7	9 „	J. F. Walker -	Cragdale, Stow, Mid-Lothian.
Temple - -	541	5	10 „	J. Low - -	Temple, Gorebridge, Mid-Lothian.
West Calder - -	7,681	7	3 Apr.	J. T. Mungle -	West Calder, Mid-Lothian.
[22.] ELGIN OR MORAY.	45,108				
Alves - - -	1,117	5	20 Mar.	F. C. Mackenzie	High Street, Forres.
Bellie - - -	2,047	5	14 Apr.	C. Gray -	Fochabers.
Birnie - - -	367	5	19 „	J. Cruickshank	114, High Street, Elgin.
Boharm - -	1,166	5	17 „	A. Thurburn -	Moss Street, Keith.
Cromdale - -	3,642	7	25 Mar.	D. F. Ross -	Grantown, Inverness-shire.
Dallas - - -	915	5	21 Apr.	F. C. Mackenzie	High Street, Forres.
Drainie - -	3,991	7	22 „	C. M. Stuart -	Drainie, Lossiemouth.
Duffus - - -	3,985	7	9 „	J. Nicoll -	Hopeman, Elgin.
Dyke - - -	1,236	5	29 Mar.	F. C. Mackenzie	High Street, Forres.
Edinkillie - -	1,175	5	26 Apr.	F. C. Mackenzie	High Street, Forres.
ELGIN (Burgh) -	7,413	7	18 Mar.	J. Jameson -	Elgin.
Elgin (Landward) -	2,455	5	14 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
FORRES (Burgh) -	4,030	7	28 Mar.	F. C. Mackenzie	High Street, Forres.
Forres (Landward) -	722	5	29 Apr.	F. C. Mackenzie	High Street, Forres.
Kinloss - -	1,072	5	3 May	F. C. Mackenzie	High Street, Forres.
Knockando - -	1,838	5	15 Apr.	H. Stewart -	City Chambers, Elgin.
New Spynie - -	544	5	17 „	J. Thomson -	New Spynie, Elgin.
Rafford - -	1,052	5	12 „	F. C. Mackenzie	High Street, Forres.
Rothes - -	2,201	5	15 „	R. Cruickshank	Old Street, Rothes, Elgin.
St. Andrews Lhanbryd	1,345	5	1 „	P. Gatherer -	30, North Street, Elgin.
Speymouth - -	1,608	5	21 „	J. Mill - -	Caledonian Bank, Garmouth, Morayshire.
Urquhart - -	1,187	5	6 May	H. Stewart -	Royal Bank Buildings, Elgin.
[69.] FIFE.	172,131				
Abbotshall (added to Kirkcaldy, § 17).	—	—	—	—	—
Abdie - - -	862	5	15 Mar.	J. Cameron -	Grange of Lindores, Newburgh, Fife.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
Aberdour - -	1,736	5	18 Apr.	Rev. G. Roddick	The Manse, Aberdour, Burntisland.
Anstruther Easter -	1,349	5	8 „	H. B. Mackintosh	Anstruther.
Anstruther Wester -	673	5	17 Mar.	D. Cook -	Anstruther.
Arngask - -	547	5	17 Apr.	W. Dear -	Damhead, Milnathort, Kinrossshire.
Auchterderran - -	1,747	5	28 Mar.	Jas. Mitchell -	Auchterderran, Lochgelly, Fife.
Auchtermuchty -	2,322	7	15 Apr.	A. Walker -	Auchtermuchty, Fife.
Auchtertool - -	706	5	21 „	W. Nicol -	Kirk Wynd, Kirkcaldy.
Ballingry - -	460	5	12 „	W. B. Constable	Benarty, Kinross.
Balmerino - -	664	5	24 Mar.	W. Scott -	Gauldry, Newport, Fife.
Beath - - -	5,442	7	7 Apr.	J. Ross - -	Dunfermline.
BURNTISLAND (Burgh)	4,271	7	29 Mar.	T. A. Wallace -	Burntisland.
Burntisland (Landward)	550	5	15 Apr.	T. A. Wallace -	Burntisland.
Cameron - -	768	5	4 „	W. Morton -	Cameron, St. Andrews.
Carnbee - -	982	5	17 May	J. Guthrie -	Anstruther.
Carnock - -	1,055	5	19 Apr.	W. Bald -	National Bank, Dunfermline.
Ceres - - -	1,963	5	5 „	W. Yool -	Ceres, Cupar-Fife.
Collessie - -	1,989	5	26 „	G. W. Officer -	Giffordtown, Ladybank.
Crail - - -	1,622	5	29 Mar.	J. Guthrie -	Anstruther.
Creich - - -	386	5	17 „	G. J. Leslie -	Luthrie, Cupar-Fife.
Cults - - -	640	5	2 Apr.	J. Melville -	Pitlessie, Ladybank.
CUPAR (Burgh) -	5,010	7	21 Mar.	W. A. Taylor -	Cupar-Fife.
Cupar (Landward) -	1,078	5	8 Apr.	W. D. Patrick -	County Buildings, Cupar-Fife.
Dairsie - -	693	5	19 „	J. Beveridge -	The Schoolhouse, Dairsie, Cupar-Fife.
Dalgety - -	1,321	5	10 Mar.	J. Cunningham	Dalgety Schoolhouse, Hillend, Inverkeithing, Fife.
Dunbog - -	386	5	22 „	J. Ballingall -	Dunbog, Newburgh, Fife.
DUNFERMLINE (Burgh)	17,084	9	20 „	D. Gorrie -	Dunfermline.
Dunfermline (Landward)	9,262	7	1 May	J. McFarlane -	County Buildings, Dunfermline.
Dunino - -	415	5	10 Apr.	T. Simpson -	Dunino, St. Andrews.
DYSART (Burgh) -	10,891	9	7 „	D. Mitchell -	20, Loughborough Road, Kirkcaldy.
Dysart (Landward) -	710	5	21 „	W. M. Dow -	Kirkcaldy.
Elie - - -	670	5	18 „	W. R. Ketchen -	Elie, Fife.
Falkland - -	2,698	7	10 „	John Sheriff -	Falkland, Ladybank.
Ferry-port-on-Craig -	2,818	7	15 Mar.	D. White -	Craigmount, Ferry-port-on-Craig, Fife.
Flisk - - -	213	5	22 „	D. M. Dingwall	Flisk, Cupar-Fife.
Forgan - -	3,308	5	12 Apr.	J. J. Johnstone	16, Bank Street, Dundee.
Inverkeithing - -	2,787	7	18 „	H. Grigor -	Inverkeithing, Fife.
Kemback - -	853	5	29 Mar.	P. Keiller -	Milton of Blebo, Cupar-Fife.
Kennoway - -	1,560	5	22 „	H. Normand -	Kennoway, Windygates, Fife.
Kettle - - -	2,054	7	21 „	W. A. Taylor -	Cupar-Fife.
Kilconquhar - -	1,471	7	5 Apr.	C. G. Dawson -	Commercial Bank, Colinsburgh, Fife.
Kilmany - -	634	5	24 Mar.	J. Millar -	Dams of Mountquhanie, Cupar-Fife.
Kilrenny - -	3,097	7	19 Apr.	W. T. Jamieson	Anstruther.
Kinghorn (incl. Burgh)	2,773	7	12 „	J. Wyllie -	Kinghorn, Fife.
Kinglassie - -	1,292	5	17 Mar.	J. Browne -	Kinglassie, Kirkcaldy.
Kingsbarns - -	795	5	22 „	John Guthrie -	Anstruther.
KIRKCALDY (Burgh) -	15,083	9	3 Apr.	A. Beveridge -	Kirkcaldy.
Kirkcaldy (Landward) and Abbotshall.	757	5	20 May	W. R. Spears -	Kirkcaldy.
Largo - - -	2,023	5	26 Apr.	R. Black -	Baldastard Mains, Largo, Fife.
Largoward - -	1,103	5	24 May	C. G. Dawson -	Commercial Bank, Colinsburgh, Fife.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
Leslie	4,345	7	8 Mar.	T. W. Lister	Rosebank, Prinlaws, Leslie, Fife.
Leuchars	2,185	5	12 Apr.	J. Jamieson	26, Crossgate, Cupar-Fife.
Lochgelly	3,190	7	14 „	J. Small	Main Street, Lochgelly, Fife.
Logie	390	5	5 „	W. S. Lyall	Logie, Cupar-Fife.
Markinch	5,863	7	15 Mar.	W. Marshall	Markinch.
Monimail	834	5	26 Apr.	W. A. Taylor	Cupar-Fife.
Moonzie	148	5	28 Mar.	R. Morrison	Moonzie, Cupar-Fife.
Newburgh	2,191	7	27 „	J. Adamson	Newburgh, Fife.
Newburn	844	5	21 Apr.	F. R. Lumsden	Newburn, Largo, Fife.
Pittenweem	2,119	5	25 Mar.	T. Nicolson	Pittenweem, Fife.
ST. ANDREWS (Burgh)	6,458	7	29 „	P. Fleming	St. Andrews.
St. Andrews (Landward) and St. Leonards.	2,146	5	14 Apr.	S. Grace	St. Andrews.
St. Monance	2,054	5	17 May	D. Cook	Anstruther.
Saline	858	5	29 Mar.	J. Ross	Dunfermline.
Scoonie	3,730	7	22 „	C. J. Ogilvy	Leven, Fife.
Springfield	1,480	5	26 Apr.	A. Duncan	Springfield, Cupar-Fife.
Strathmiglo	2,061	5	12 „	J. Peggie	Strathmiglo, Fife.
Torryburn	838	5	26 „	G. Simpson	Torryburn, Dunfermline.
Wemyss	7,307	7	15 Mar.	P. B. Hughes	East Wemyss, Fife.
[60.] FORFAR.	268,653				
Aberlemno	993	5	24 Mar.	Rev. J. D. Fisher	Aberlemno, Forfar.
Airlie	844	5	3 Apr.	J. Davidson	Kirriemuir.
Arbirlot	822	5	14 „	W. K. Macdonald	Town Clerk's Office, Arbroath.
ARBROATH (Burgh)	21,785	9	28 Mar.	W. Alexander	62, High Street, Arbroath.
Arbroath (Landward, united to St. Vigeans).	—	—	—	——	——
Auchterhouse	661	5	19 Apr.	T. Braid	Belmont Estate Office, Newtyle, Coupar Angus.
Barry	3,238	7	12 „	J. M. Nicoll	Panmure Works, Carnoustie, Forfarshire.
BRECHIN (Burgh)	9,031	7	22 Mar.	J. Craig	Swan Street, Brechin.
Brechin (Landward)	1,468	5	7 Apr.	J. Will	16, Panmure Street, Brechin.
BROUGHTY FERRY (Town).	7,417	7	21 Mar.	D. S. Littlejohn	Police Chambers, Broughty Ferry, Dundee.
Careston	194	5	9 May	J. Craig	Swan Street, Brechin.
Carmyllie	1,137	5	16 Apr.	J. Taylor	The Schoolhouse, Carmyllie, Arbroath.
Cortachy and Clova	442	5	29 Mar.	J. Edwards	Bearfauld, Cortachy, Kirriemuir.
Coupar Angus	2,546	7	29 „	T. Lowson	Coupar Angus.
Craig	2,589	7	5 Apr.	D. C. Wills	Montrose.
Dun	541	5	29 Mar.	R. Spalding	Dun, Montrose.
DUNDEE (Burgh)	140,239	15	19 „	T. Thornton	Dundee.
Dundee (Landward)	1,092	5	28 „	J. Shiell	5, Bank Street, Dundee.
Dunnichen	1,422	5	5 Apr.	D. Young	Gardyne Street, Letham, Forfar.
Kassie and Nevay	561	5	12 „	T. Braid	Belmont Estate Office, Newtyle, Coupar Angus.
Edzell	823	5	21 Mar.	Rev. W. G. Laurence.	Edzell, Brechin.
Farnell	613	5	3 May	J. Webster	Forebank, Farnell, Brechin.
Fearn	316	5	15 Mar.	Rev. J. Fergusson	The Manse, Fearn, Brechin.
FORFAR (Burgh)	12,817	9	18 „	J. C. Anderson	Forfar.
Forfar (Landward)	1,653	5	19 Apr.	D. Macintosh	Town House, Forfar.
Friockheim	1,501	5	11 „	J. Edward	Friockheim.
Glamis	1,631	5	3 „	J. A. Fisher	Royal Bank of Scotland, Glamis, Forfarshire.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—*cont.*			1873.		
Glenisla - -	791	5	12 Apr.	W. Gellatly -	Glenisla, Alyth, Perthshire.
Guthrie - -	439	5	10 Mar.	L. P. Robertson	Guthrie, Arbroath.
Inverarity - -	862	5	17 Apr.	W. Gordon -	52, East High Street, Forfar.
Inverkeillor - -	1,311	5	15 „	J. Sadler -	Inverkeillor, Arbroath.
Kettins - -	903	5	12 „	R. Watson -	Coupar Angus.
Kingoldrum - -	389	5	8 „	W. Edward -	Kingoldrum, Kirriemuir.
Kinnell - -	696	5	7 „	D. Panton -	Hatton Mill, Kinnell, Chance Inn, Arbroath.
Kinnettles - -	418	5	27 Mar.	J. A. Fisher -	Royal Bank of Scotland, Glamis, Forfar.
Kirkden - -	541	5	2 Apr.	D. Young -	Gardyne Street, Letham, Forfar.
Kirriemuir (including Town).	6,616	7	4 „	J. Wilkie -	Bank Street, Kirriemuir.
Lethnot and Navar. *See Navar and Lethnot.*					
Liff, Benvie and Invergowrie.	1,333	5	19 Apr.	A. Osler -	Loch of Liff, Dundee.
Lintrathen - -	641	5	11 „	J. Adam -	Bottom, Kirriemuir.
Lochlee - -	359	5	27 „	A. Bowman -	Tarfside, Brechin.
Logie Pert - -	995	5	19 „	J. Lyall -	Eskbank Villa, Logie Pert, Laurencekirk.
Lunan - - -	243	5	15 July	J. Mackay -	The Schoolhouse, Lunan, Arbroath.
Lundie - -	317	5	3 May	D. Jamieson -	Lundie, Dundee.
Mains and Strathmartine	3,490	7	5 Apr.	A. W. Cumming	1, Bank Street, Dundee.
Maryton - -	389	5	10 Mar.	J. Denholm -	Old Montrose, Montrose.
Menmuir - -	755	5	22 „	Alexr. Philip -	16, Panmure Street, Brechin.
Monifieth (excluding Broughty Ferry).	3,228	7	5 Apr.	I. Drimmie -	Monifieth.
Monikie - -	1,412	5	17 „	W. M. Alexander	The Firs, Monikie, Carnoustie, Forfarshire.
MONTROSE (Burgh) -	14,823	9	15 Mar.	D. C. Wills -	Montrose.
Montrose (Landward) -	1,480	5	3 Apr.	A. Greig -	Montrose.
Murroes - -	749	5	10 „	W. F. Liddell -	Murroes, Dundee.
Navar and Lethnot -	288	5	19 Mar.	Rev. F. Cruickshank.	Manse of Lethnot, Brechin.
Newtyle - -	911	5	19 „	J. A. Webster -	Newtyle, Coupar Angus.
Oathlaw - -	440	5	15 May	J. Taylor -	Forfar.
Panbride - -	1,895	5	28 Feb.	W. Cæsar -	Philip Street, Carnoustie.
Rescobie - -	685	5	24 Mar.	W. Graham -	Rescobie, Forfar.
Ruthven - -	195	5	29 „	Rev. J. G. Macpherson.	The Manse, Ruthven, Meigle.
St. Vigeans (including Arbroath, Landward).	2,690	7	24 „	J. M. McBain -	Arbroath.
Stracathro - -	487	5	14 Apr.	Rev. R. Grant -	Manse, Stracathro, Brechin.
Tannadice - -	1,254	5	24 „	A. MacHardy -	Town Chamberlain's Office, Forfar.
Tealing - -	757	5	29 Mar.	P. M. McKenzie	School House, Tealing, Dundee.
[26.] HADDINGTON.	38,510				
Aberlady - -	1,000	5	19 Apr.	A. Wood -	Haddington.
Athelstaneford -	762	5	22 Mar.	J. Craig - -	Athelstaneford, Drem.
Bolton - -	337	5	22 „	J. G. Allan -	Schoolhouse, Bolton, Haddington.
Dirleton - -	1,506	5	1 Apr.	D. McCulloch -	British Linen Co. Bank, North Berwick.
DUNBAR (Burgh) -	3,661	7	13 Mar.	J. J. Kelly -	Dunbar.
Dunbar (Landward) -	1,735	5	15 Apr.	C. Notman -	Dunbar.
Garvald - -	758	5	19 „	J. Boucher -	Garvald, Prestonkirk.
Gladsmuir - -	1,747	5	29 Mar.	W. H. Ferme -	Haddington.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
HADDINGTON—*cont.*			1873.		
HADDINGTON (Burgh)	4,043	7	15 Mar.	Thos. W. Todrick (*Clerk to combined Board of Haddington, B. and L.*) J. S. Burnet -	Haddington.
Haddington (Landward)	1,617	7	24 „	J. Richardson -	Haddington.
Humbie - -	907	5	15 Sept.†	J. Stuart -	Humbie, Upper Keith, East Lothian.
Innerwick - -	777	5	12 Apr.	R. D. Barnes -	Innerwick, Dunbar.
Morham - -	209	5	17 „	A. Gemmell -	Haddington.
North Berwick (including Burgh).	2,688	7	12 „	R. Lyle -	North Berwick.
Oldhamstocks - -	568	5	29 Mar.	Jas. Borthwick -	Oldhamstocks, Cockburnspath.
Ormiston - -	1,026	5	10 June	J. R. Wilson -	Ormiston, Tranent.
Pencaitland - -	1,107	5	29 Mar.	P. Cossar -	Pencaitland, Tranent.
Prestonkirk - -	1,929	5	5 Apr.	J. Hall -	National Bank, East Linton, Prestonkirk.
Prestonpans - -	2,573	7	11 „	G. Hunter -	The Schoolhouse, Prestonpans, Haddingtonshire.
Salton - - -	575	5	7 June	J. S. Burnet -	Salton, Edinburgh.
Spott - - -	579	5	19 Apr.	R. Grieve -	Spott, Dunbar.
Stenton - -	594	5	25 Mar.	J. Fraser -	The Schoolhouse, Stenton, Prestonkirk.
Tranent - -	5,198	7	3 Apr.	J. C. Edie -	Royal Bank of Scotland, Tranent.
Whitekirk and Tyninghame.	1,051	5	15 Mar.	R. Lyle -	North Berwick.
Whittinghame -	639	5	12 Apr.	G. H. Winton -	Whittinghame, Prestonkirk.
Yester - - -	924	5	21 „	P. B. Swinton -	Gifford, Haddington.
[35.] INVERNESS.	86,389				
Abernethy & Kincardine	1,530	5	16 Apr.	J. Grant -	Royal Bank, Grantown, Inverness-shire.
Alvie - - -	649	5	3 „	D. McBean -	Alvie, Kincraig, Kingussie.
Ardersier - -	2,086	5	25 Mar.	J. T. Garrich -	Cawdor Estate Office, Nairn.
*Barra - -	2,161	5	18 „	A. McDonald -	Castlebay, Lochmaddy.
Boleskine and Abertarff	1,374	7	22 Apr.	P. Burgess -	Caledonian Bank, Glen Urquhart, Inverness.
*Bracadale - -	929	5	25 Apr.	W. Macleod -	Balgowan, Bracadale, Struan by Dunvegan.
Croy and Dalcross -	1,709	5	7 „	H. Fraser -	77, Church Street, Inverness.
Daviot and Dunlichty -	1,252	5	22 Mar.	A. Fraser -	22, Union Street, Inverness.
Dores - - -	1,148	5	19 „	A. Fraser -	Commercial Bank, Inverness.
*Duirinish - -	4,319	7	18 Apr.	J. T. Mackenzie	Dunvegan, Portree.
Duthill & Rothiemurchus	1,664	5	23 „	J. Grant -	Royal Bank, Grantown, Inverness-shire.
Glenelg - -	1,580	5	6 May	Rev. J. McDonald	The Manse, Glenelg, Lochalsh.
Glengarry - -	648	5	14 Mar.	C. H. Mitchell -	Caledonian Bank, Invergarry, Inverness.
*Harris - -	4,814	7	13 „	W. Davidson -	Borve, Harris.
Insh - - -	455	5	2 Apr.	D. McBean -	Alvie, Kincraig, Kingussie.
INVERNESS (Burgh) -	17,385	9	27 Mar.	R. Scott -	42, Union Street, Inverness.
Inverness (Landward) -	4,340	7	9 Apr.	H. Fraser -	Balloch of Culloden, Inverness.
Kilmonivaig - -	1,375	5	2 May	N. B. Mackenzie	British Linen Bank Buildings, Fort William.
Kilmorack - -	2,618	7	31 Mar.	D. MacLean -	Beauly.

† Date of nomination by Board of Education, no election having taken place. Date originally fixed 26th April.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
INVERNESS—*cont.*			1873.		
*Kilmuir - -	1,265	5	14 Apr.	Rev. Jas. Grant	Kilmuir, Portree.
Kiltarlity - -	2,134	7	14 „	Wm. Fraser -	Tomnacross, Kiltarlity, Beauly.
Kingussie - -	1,590	7	4 Mar.	L. Mackintosh -	Kingussie.
Kirkhill - -	1,480	5	9 Apr.	David Wilson -	Beauly.
Laggan - -	917	5	28 Mar.	R. Macdonald -	Balgown, Laggan, Kingussie.
Moy and Dalarossie -	822	5	27 „	A. Fraser -	Tomatin, Inverness.
*North Uist - -	4,299	7	3 Apr.	D. Dott -	Lochmaddy.
Petty - - -	1,531	5	22 Mar.	H. Fraser -	Balloch of Culloden, Inverness.
*Portree - -	3,156	7	8 Apr.	A. Macdonald -	National Bank, Portree.
*Sleat - -	2,060	5	1 May	Rev. Alex. Cameron.	Broadford.
*Small Isles - -	550	7	1 „	Rev. J. Sinclair	The Manse, Eigg, Greenock.
*Snizort - -	2,103	5	2 Apr.	A. Macdonald -	National Bank, Portree.
*South Uist - -	6,078	7	19 Mar.	A. Stewart -	Lochhoisdale, Lochmaddy.
*Stenscholl - -	1,314	5	24 Apr.	A. Macdonald -	National Bank, Portree.
*Strath - -	2,616	7	28 Mar.	R. I. Gibson -	Broadford.
Urquhart and Glenmoriston.	2,438	7	1 Apr.	D. D. Macdonald	Drumnadrochit, Inverness.
[19.] KINCARDINE.	35,465				
Arbuthnott - -	809	5	5 Apr.	J. Glegg -	Bervie, Fordoun.
Banchory-Devenick -	3,317	7	12 „	W. Paul -	245, Union Street, Aberdeen.
Banchory-Ternan -	3,066	7	5 „	W. Steuart -	High Street, Banchory, Aberdeen.
Benholm - -	1,527	5	22 Mar.	A. Dickson -	97, High Street, Montrose.
Bervie (including Burgh)	2,107	5	20 „	J. Glegg -	Bervie, Fordoun.
Dunnottar (including part of Stonehaven).	2,498	5	15 „	A. W. Kinnear	Stonehaven.
Durris - - -	1,014	5	19 Apr.	A. Mackie -	Glenhead, Durris, Banchory, Aberdeen.
Fettercairn - -	1,503	5	10 „	Rev. W. Anderson	The Manse, Fettercairn, Laurencekirk.
Fetteresso and Rickarton (united § 17), (including part of Stonehaven).	5,551	7	29 Mar.	D. Carr -	Stonehaven.
Fordoun - -	1,992	7	21 „	D. Fairweather	Drumsleed, Auchinblae, Fordoun.
Garvock - -	428	5	29 „	A. Anderson -	Garvock, Laurencekirk.
Glenbervie - -	962	5	29 „	A. Edwards -	Broombank, Drumlithie, Fordoun.
Kinneff and Catterline	997	5	25 „	W. Scott -	Millhill, Kinneff, Stonehaven.
Laurencekirk - -	2,045	7	22 „	G Ross -	Laurencekirk.
Maryculter - -	1,072	5	29 „	P. Davidson -	Blairs, Maryculter, Aberdeen.
Marykirk - -	1,461	5	29 „	J. Scott -	Marykirk, Montrose.
Nigg - - -	2,935	5	5 Apr.	H. McLennan -	71, King Street, Aberdeen.
St. Cyrus - -	1,487	5	29 Mar.	A. Dickson -	109, High Street, Montrose.
Strachan - -	694	5	19 Apr.	J. Rust -	Bowbuts, Strachan, Aberdeen.
[5.] KINROSS.	6,997				
Cleish - - -	498	5	11 Apr.	Rev. Dr. Ross -	Cleish Manse, Kinross.
Fossoway and Tulliebole	934	5	1 „	J. Mitchell -	Aldie, Kinross.
Kinross - -	2,492	5	18 Mar.	W. K. Falconer	Kinross.
Orwell - -	2,031	5	28 „	F. Ewing -	Milnathort, Kinross-shire.
Portmoak - -	1,042	5	19 Apr.	W. Glass -	West Balgedie, Kinross.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[30.] KIRKCUDBRIGHT.	42,290				
			1873.		
Anwoth - - -	728	5	12 Mar.	R. Hume -	Alderlee Cottage, Gatehouse, Kirkcudbrightshire.
Balmaclellan - -	787	5	27 „	R. McKay -	New Galloway, Kirkcudbrightshire.
Balmaghie - -	924	5	27 „	W. Milroy -	Kirkcudbright.
Borgrennan - -	366	5	5 May	Alex. Wylie, Jr.	Doonhill, Newton Stewart.
Borgue - -	1,129	5	22 Mar.	R. Sproat -	Borgue, Kirkcudbright.
Buittle - -	991	5	3 „	W. Caird -	Woodhead, Palnackie, Dalbeattie.
Carsphairn - -	484	5	21 „	H. Wylie -	Carsphairn, Dalry, Kirkcudbrightshire.
Colvend and Southwick	1,281	5	20 „	J. K. McLelland	The Schoolhouse, Colvend, Dalbeattie.
Corsock - -	611	5	19 Apr.	J. Ewing -	Corsock, Dalbeattie.
Crossmichael - -	1,333	5	8 Mar.	W. Gillespie -	Castle Douglas.
Dalry - - -	988	5	15 Apr.	Rev. N. Buchanan	Dalry, Galloway.
Girthon - -	1,415	5	13 Mar.	W. Cairns -	Gatehouse, Kirkcudbrightshire.
Irongray - -	784	5	5 Apr.	Rev. T. Underwood.	Irongray Manse, Dumfries.
Kells - - -	970	5	5 „	R. Johnstone -	New Galloway, Kirkcudbrightshire.
Kelton - -	3,458	7	11 Mar.	J. Dunn -	Castle Douglas.
Kirkbean - -	794	5	26 Apr.	Rev. P. W. Mackenzie.	Kirkbean, Dumfries.
Kirkcudbright (including Burgh).	3,479	9	8 Mar.	S. Cavan -	Kirkcudbright.
Kirkgunzeon - -	656	5	22 „	R. Milligan -	The Schoolhouse, Kirkgunzeon, Kirkcudbrightshire.
Kirkmabreck - -	1,834	5	12 Apr.	R. Carson -	Newton Stewart.
Kirkpatrick-Durham -	1,118	5	29 Mar.	Miss M. Bell -	Kirkpatrick-Durham, Dalbeattie.
Lochrutton - -	614	5	12 Apr.	Rev. T. Crosby -	Lochrutton, Dumfries.
Minnigaff - -	1,384	5	14 May	R. Carson -	Newton Stewart.
New Abbey - -	906	5	15 Mar.	J. Henderson -	Dumfries.
Parton - -	459	5	1 Apr.	W. Gillespie -	Castle Douglas.
Rerrick - -	1,807	5	27 Mar.	A. McKie -	Blaiket, Crocketford, Dumfries.
Terregles - -	471	5	12 Apr.	J. A. Carse -	Terregles, Dumfriesshire.
Tongland - -	829	5	22 Mar.	W. Nicholson -	Justice of Peace Clerk's Office, Kirkcudbright.
Troqueer - -	5,524	7	29 „	R. K. Walker and R. Sharpe.	Maxwelltown, Dumfries.
Twynholm - -	681	5	5 Apr.	J. Watson -	Twynholm, Kirkcudbrightshire.
Urr - - -	5,490	7	28 Feb.	J. Lowden -	Haugh of Urr, Dalbeattie.
[49.] LANARK.	942,206				
Airdrie (Burgh) -	13,363	9	3 Apr.	G. B. Motherwell	8, East High Street, Airdrie.
Avondale - -	5,466	9	22 May	A. W. Lyon -	Strathaven, Lanarkshire.
Barony (added to Springburn).	—	—	—	—	—
Biggar - -	2,128	5	25 Apr.	E. Spence -	Biggar.
Blantyre - -	9,760	7	8 Mar.	W. Sillar -	High Blantyre, Glasgow.
Bothwell - -	25,466	9	4 Apr.	W. Brown -	2, Beckford Street, Hamilton.
Cadder - -	6,965	7	4 „	T. McLelland -	Bishopbriggs, Glasgow.
Calderhead - -	4,158	7	10 „	Rev. A. Cossar -	Shotts, Lanarkshire.
Cambuslang - -	9,447	7	10 „	G. Campbell -	Commercial Bank of Scotland, Cambuslang, Glasgow.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Cambusnethan - -	19,286		10 Apr.	J. Burgess -	Wishaw.
Carluke - -	8,552		26 Mar.	J. Matthews -	National Bank of Scotland, Carluke.
Carmichael - -	770	5	14 Apr.	J. McMath -	Carmichael, Thankerton, Lanarkshire.
Carmunnock - -	1,379	5	13 Mar.	W. Fleming -	Windlaw, Carmunnock, Glasgow.
Carnwath - -	5,831	7	25 Apr.	J. Dymock -	Carnwath, Lanarkshire.
Carstairs - -	1,955	5	5 „	S. J. Somerville	Carstairs, Lanark.
Clarkston - -	7,073	7	7 „	J. Chapman -	16, Bank Street, Airdrie.
Covington and Thankerton.	444	5	12 „	Rev. J. Hoggan	Covington, Thankerton, Lanarkshire.
Crawford - -	689	5	21 Mar.	J. W. Paterson -	Commercial Bank, Abington, Lanarkshire.
Crawfordjohn - -	836	5	19 „	A. Renton -	Crawfordjohn, Abington, Lanarkshire.
Culter - - -	574	5	31 „	A. McGowan -	Culter, Biggar.
Dalserf - -	2,675	5	14 Apr.	W. Templeton -	Torland, Dalserf, Hamilton.
Dalziel - -	13,853	9	15 Mar.	W. R. Barbour -	Motherwell.
Dolphinton - -	292	5	29 „	J. Ord Mackenzie.	9, Hill Street, Edinburgh.
Douglas - -	2,641	7	12 Apr.	T. Wilson -	Royal Bank of Scotland, Douglas, Lanark.
Dunsyre - -	254	5	29 „	J. Allan -	Kirklands, Dunsyre, Dolphinton.
East Kilbride - -	3,318	7	4 „	W. B. Crawford	104, West Regent St., Glasgow.
GLASGOW (Burgh) -	511,415	15	25 Mar.	W. Kennedy -	129, Bath Street, Glasgow.
Glassford - -	1,452	5	5 Apr.	Rev. J. McGavin	Chapelton, Hamilton.
Govan - -	128,108	15	10 „	J. A. Craigie -	92, Bath Street, Glasgow.
HAMILTON (Burgh) -	13,995	9	25 Mar.	P. Keith -	Hamilton.
Hamilton (Landward) -	11,876	7	18 Apr.	W. Brown -	2, Beckford Street, Hamilton.
LANARK (Burgh) -	4,910	7	12 Mar.	J. F. Shirley -	Lanark.
Lanark (Landward) -	2,670	7	31 „	J. F. Shirley -	Lanark.
Larkhall - -	7,063	7	17 Apr.	W. Cunningham	Union Bank of Scotland, Larkhall, Lanarkshire.
Leadhills - -	1,081	5	25 June	P. Hastie -	Leadhills, Abington, Lanarkshire.
Lesmahagow - -	9,949	7	12 Apr.	I. Lamonby -	Lesmahagow, Lanarkshire.
Libberton - -	625	5	19 „	T. Brown -	Libberton, Lanarkshire.
Maryhill - -	20,062	9	22 „	R. W. Sinclair -	Mary's Place, Maryhill, Glasgow.
New Monkland -	8,235	7	29 Mar.	G. B. Motherwell	8, East High Street, Airdrie.
Old Monkland -	37,323	9	11 Apr.	W. J. Andrew -	Bank Buildings, Coatbridge.
Pettinain - -	360	5	15 „ 1885.	W. Paterson -	Grange, Pettinain, Thankerton, Lanarkshire.
†Rutherglen (including Burgh).	13,801	9	17 Apr. 1873.	George Gray -	Hutcheson Street, Glasgow.
Shettleston - -	9,238	7	6 May	J. Watson -	183, St. Vincent Street, Glasgow.
Shotts - - -	7,738	7	3 Apr.	Rev. J. Ritchie -	Shotts Burn, Holytown, Lanarkshire.
Springburn (including Barony).	5,277	7	25 Mar.	J. Stewart -	4, Parliamentary Road, Glasgow.
Stonehouse - -	3,178	7	8 Apr.	M. Hamilton -	Meadowside Cottage, Stonehouse, Lanarkshire.

†	——	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.
	Rutherglen (Burgh) -	11,265	7	1 Apr. 1873.
	Rutherglen (Landward)	2,536	5	11 „ „

Rutherglen Burgh merged in Parish, § 19, from and after election of 1885.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Symington - -	462	5	19 Apr.	T. Hamilton -	Symington, Biggar.
Walston - -	340	5	29 „	W. Baillie -	Craw Craigs, Biggar.
Wandell and Lamington	316	5	28 Mar.	A. Campbell -	Lamington, Lanarkshire.
Wiston and Roberton -	562	5	26 „	T. Bogle -	Moat Farm, Abington, Lanarkshire.
[14.] LINLITHGOW.	44,022				
Abercorn - -	856	5	5 June	A. Morrison -	Newton Farm, Winchburgh, Linlithgowshire.
BATHGATE (Town) -	4,887	7	12 Apr.	J. Gardner -	Bathgate.
Bathgate (Landward) -	4,563	7	1 „	T. Dodds -	Bathgate.
Borrowstounness -	6,088	7	18 Mar.	R. J. Jamieson	Town Clerk's Office, Bo'ness, Linlithgowshire.
Carriden - -	1,989	5	5 Apr.	J. Gregor -	Carriden, Bo'ness.
Dalmeny (including Burgh of Queensferry).	3,014	7	22 Mar.	J. Gillespie -	Bank Agent, Queensferry.
Ecclesmachan - -	278	5	20 „	J. Cunningham	Ecclesmachan, Linlithgow.
Kirkliston - -	2,580	7	6 June	T. Scott -	Priest Mill, Kirkliston, Linlithgowshire.
LINLITHGOW (Burgh) -	3,913	7	12 Apr.	R. B. Gardner -	Linlithgow.
Linlithgow (Landward)	1,706	5	18 „	J. Russell -	Linlithgow.
Livingstone - -	1,484	5	4 „	W. Conchie -	Livingstone, Mid Calder.
Queensferry (Burgh), united to Dalmeny.	—	—	—	—	—
Torphichen - -	1,526	5	15 Apr.	L. Gilbertson -	30, Hopetoun Street, Bathgate.
Uphall - -	4,812	7	29 Mar.	T. Hislop -	Broxburn, Linlithgowshire.
Whitburn - -	6,826	7	22 „	A. W. Bennett -	Commercial Bank of Scotland, Whitburn, Linlithgowshire.
[5.] NAIRN.	8,847				
Ardclach - -	1,117	5	16 Apr.	Wm. Murdoch -	Lynemore, Dunphail, Morayshire.
Auldearn - -	1,292	5	7 May	A. MacIntosh -	Garlie Hill, Auldearn, Nairn.
Cawdor - -	1,070	5	2 Apr.	J. Grant -	Cawdor, Nairn.
NAIRN (Burgh) -	4,165	7	29 Mar.	H. T. Donaldson	Nairn.
Nairn (Landward) -	1,208	5	15 Apr.	W. Malcolm -	87, High Street, Nairn.
[19.] ORKNEY.	32,044				
†Cross and Burness (including North Ronaldshay).	1,684	7	10 Oct.‡	Wm. Muir - (*Clerk to the combined Board*).	Templehall, Sanday, Orkney.
Evie and Rendall -	1,351	5	9 Apr.	Rev. A. Leslie -	The Manse, Evie, Orkney.
Firth and Stennis -	1,362	5	21 Mar.	Rev. J. Jamieson	Firth, Finstown, Orkney.
Harray and Birsay -	2,458	7	19 „	T. Brown -	Hundland, Birsay, Orkney.
Holm - - -	1,090	5	8 Apr.	J. Sinclair -	Holm, Orkney.
Hoy and Graemsay -	608	5	22 „	G. Ritch -	Graemsay, Stromness, Orkney.
KIRKWALL (Burgh) -	3,947	7	7 Mar.	W. Cooper -	Kirkwall.
Kirkwall (Landward) and St. Ola.	854	5	28 „	W. Cooper -	Kirkwall.
†Lady - - -	945	5	21 „	Wm. Muir -	Templehall, Sanday, Kirkwall.

† School Boards of Cross and Burness (including North Ronaldshay) and Lady combined (§ 42) for all school purposes under the Act.

‡ Date of nomination by Board of Education. Election, which took place on 2nd April, declared void by Sheriff.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ORKNEY—*cont.*			1878.		
North Ronaldshay (part of Cross and Burness).	—	—	—	——	——
Orphir - - -	1,015	5	7 Apr.	J. Mackay -	Orphir, Kirkwall.
Rousay and Egilshay -	1,118	5	8 „	J. Craigie -	Wasbister, Rousay, Orkney.
St. Andrews and Deerness	1,695	5	16 „	A. J. Gold -	Kirkwall.
Sandwick - -	1,066	5	19 Mar.	J. Moar -	Quoyloo, Sandwick, Stromness, Orkney.
Shapinshay - -	974	5	18 Feb.	W. Robertson -	Balfour, Kirkwall.
South Ronaldshay and Burray.	3,314	7	11 Apr.	W. B. Struthers	South Ronaldshay, Kirkwall.
Stromness - -	2,410	5	7 Mar.	J. B. Rosey -	Stromness, Orkney.
Stronsay and Eday -	2,107	7	19 „	R. Miller -	Stronsay, Kirkwall, Orkney.
Walls and Flotta -	1,506	7	25 „	R. Malcolmson -	Longhope, Kirkwall.
Westray and Papa Westray.	2,545	5	28 „	Jas. Scott -	Westray, Kirkwall.
[14.] PEEBLES.	18,688				
Broughton, Glenholm, and Kilbucho.	665	5	22 Apr.	T. Grieve -	Millside Cottage, Bachan Mill, Biggar.
Drumelzier - -	208	5	19 „	J. Scott -	Drumelzier, Biggar.
Eddleston - -	711	5	29 Mar.	C. Gillespie -	Eddleston, Peeblesshire.
Innerleithen - -	3,636	7	29 „	J. S. Smail -	Innerleithen, Peeblesshire.
Kirkurd - -	282	5	14 May	J. Runciman -	Kirkurd, Dolphinton, Peeblesshire.
Lyne and Megget -	204	5	9 Apr.	D. McPherson -	Bank of Scotland, Peebles.
Manor - -	277	5	29 Mar.	D. McPherson -	Bank of Scotland, Peebles.
Newlands - -	819	5	3 May	T. W. Dickson -	Peebles.
Peebles (including Burgh).	4,059	7	19 Apr.	T. W. Dickson -	Peebles.
Skirling - -	274	5	13 May	D. S. Moncrieff	Skirling, Biggar.
Stobo - - -	467	5	14 Mar.	A. Jervis -	The Schoolhouse, Stobo, Peeblesshire.
Traquair - -	754	5	22 „	T. Young -	Bank of Scotland, Innerleithen, Peeblesshire.
Tweedsmuir - -	215	5	1 Apr.	J. Brown -	Tweedsmuir, Biggar.
West Linton - -	1,117	5	3 May	Rev. W. W. Aitken	Carlops, Penicuick.
[82.] PERTH.	130,438				
Aberdalgie - -	297	5	8 Apr.	D. K. Steuart -	Aberdalgie House, Perth.
Aberfoyle - -	409	5	15 „	T. Forbes -	Craiguchty, Aberfoyle, Stirling.
Abernethy - -	1,714	5	19 Mar.	J. Bennett -	Abernethy, Newburgh, Fife.
Abernyte - -	275	5	15 Apr.	C. G. Playfair -	Whitehills, Inchture, Perthshire.
Alyth (including Town)	3,372	7	28 „	J. Reid - -	Alyth, Perthshire.
Amulree - -	458	5	27 Mar	A. M. Crerar -	Amulree, Dunkeld.
Ardoch - -	1,102	5	17 Apr.	W. Thomson -	County Buildings, Dunblane.
Auchterarder (including Town).	3,648	7	10 „	A. G. Reid -	Auchterarder.
Auchtergaven - -	2,195	5	8 „	P. Brough -	Bankfoot, Perth.
Balquhidder - -	759	5	24 „	W. Munro -	Strathyre, Stirling.
Bendochy - -	499	5	29 Mar.	W. T. Anderson	Bendochy, Coupar Angus.
Blackford - -	1,595	5	5 Apr.	A. G. Reid -	Auchterarder.
Blair Athol - -	1,687	5	9 „	J. Stewart -	Union Bank, Blair Athol.
Blairgowrie (including Town).	4,936	7	15 Mar.	R. Robertson -	Blairgowrie.
Blairingone - -	418	5	12 Apr.	D. P. Oswald -	Station Road, Dollar, Clackmannanshire.
Callander - -	1,940	5	25 Mar.	W. McMichael -	Callander, Perthshire.
Caputh - -	2,031	5	10 Apr.	R. Miller -	Spittalfield, Dunkeld.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Cargill - -	1,348	5	25 Mar.	H. Hopkirk -	Woodside, Coupar Angus.
Clunie - -	582	5	28 Apr.	J. Young -	Clunie, Blairgowrie.
Collace - -	409	5	24 Mar.	A. Ritchie -	Whitefield, Guildtown, Perth.
Comrie - -	1,844	5	16 Apr.	P. Brough -	Comrie, Crieff.
Crieff (including Town)	4,915	7	1 May	Malcolm Finlayson.	Crieff.
Culross (including Burgh).	1,180	5	17 Apr.	J. Ross -	Dunfermline.
Dron - - -	335	5	15 Mar.	J. Munro -	Dron, Bridge of Earn.
Dull - - -	2,233	5	14 Apr.	C. W. L. Forbes	Aberfeldy.
Dunbarney - -	756	5	22 Mar.	J. Deas, jun. -	Bridge of Earn.
Dunblane - -	3,123	7	21 „	W. Thomson -	Bank of Scotland, Callander.
Dunkeld and Dowally -	791	5	7 Apr.	D. Macara -	Dowally, Ballinluig, Perthshire.
Dunning - -	1,635	5	26 Mar.	M. H. Lawson -	Union Bank, Dunning, Perth.
Errol - - -	2,421	7	6 „	T. R. Kinmont -	Errol, Perthshire.
Findo Gask - -	364	5	12 Apr.	H. Robertson -	Findo Gask, Auchterarder.
Forgandenny - -	627	5	29 Mar.	A. McKerchar -	Forgandenny, Bridge of Earn.
Forteviot - -	618	5	5 Apr.	J. B. Stephenson	Forteviot, Perth.
Fortingall - -	616	5	27 Mar.	P. Haggart -	Keltneyburn, Fortingall, Aberfeldy.
Fowlis Easter - -	311	5	3 May	G. Colston -	Fowlis Easter, Dundee.
Fowlis Wester - -	771	5	18 Mar.	Malcolm Finlayson.	Crieff.
Gartmore - -	718	5	5 Apr.	A. Cross - -	Claymires, Port of Monteith Station, Stirling.
Glendevon - -	147	5	26 „	W. N. Russell -	The Schoolhouse, Glendevon, Dollar, Clackmannanshire.
Inchture - -	650	5	8 Mar.	W. Duncan -	Inchture, Perthshire.
Innerwick (Glenlyon)	355	5	14 „	P. Gorrie -	Bridge of Balgie, Glenlyon, Aberfeldy.
Kenmore - -	1,491	5	17 Apr.	J. Christie -	Kenmore, Aberfeldy.
Killin - - -	1,277	5	16 „	R. A. Robertson	Bank of Scotland, Killin, Stirling.
Kilmadock - -	3,012	7	28 Mar.	J. A. McLean -	Doune, Perthshire.
Kilspindie - -	693	5	17 „	Mackenzie and Dickson.	Perth.
Kincardine - -	1,351	5	12 Apr.	A. Sands -	Thornhill, Stirling.
Kinclaven - -	588	5	8 „	Rev. H. K. Reckie	Kinclaven Manse, Stanley, Perthshire.
Kinfauns - -	583	5	5 Mar.	Mackenzie and Dickson.	Perth.
Kinloch-Rannoch -	894	5	28 Apr.	Rev. J. Sinclair	Kinloch Rannoch, Pitlochry.
Kinnaird - -	260	5	19 Mar.	Mackenzie and Dickson.	Perth.
Kinnoull - -	734	5	29 Mar.	J. Moir -	22, St. John's Street, Perth.
Kirkmichael - -	794	5	26 Apr.	J. Mackenzie -	Kirkmichael, Blairgowrie.
Lethendy and Kinloch -	401	5	19 „	J. Arnott -	Kinloch, Blairgowrie.
Little Dunkeld -	1,981	5	20 Mar.	J. A. Harris -	Inchewan, Birnam, Perthshire.
Logie (excluding Stirling).	4,696	7	15 „	T. Cumming -	Causewayhead, Stirling.
Logiealmond - -	581	5	27 Mar.	J. Stalker -	Logiealmond, Perth.
Logierait - -	2,220	5	5 May	C. W. L. Forbes	Aberfeldy.
Longforgan - -	1,854	5	26 Mar.	T. R. Kinmont -	Errol, Perthshire.
Madderty - -	527	5	26 „	Malcolm Finlayson.	Crieff.
Meigle - -	966	5	5 Apr.	J. A. Webster -	Commercial Bank of Scotland, Meigle.
Methven -	2,041	5	4 Mar.	Peter Paton -	Methven, Perth.
Moneydie -	233	5	17 „	A. I. Stewart -	The Schoolhouse, Moneydie, Perth.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Monzie -	304	5	3 Apr.	W. France -	15, St. James' Square, Crieff.
Monzievaird and Strowan	547	5	5 „	A. Hill - -	Monzievaird, Crieff.
Moulin - -	1,836	5	26 Apr.	J. Mitchell -	Pitlochry.
Muckart - -	593	5	29 Mar.	H. Sinclair -	Muckart, Dollar, Clackmannanshire.
Muthill - -	1,729	5	5 Apr.	P. Edington -	Thornhill, Muthill, Perthshire.
Persie - - -	715	5	5 „	J. B. Miller -	Blairgowrie.
PERTH (Burgh) -	28,980	9	5 „	P. Martin -	Tay Street, Perth.
Perth, East Parish (Landward).	776	5	21 May	A. H. Ballingall	Perth.
Port of Monteith -	781	5	5 Apr.	W. McMichael -	Port of Monteith, Stirling.
Rattray - -	3,018	7	12 „	J. B. Miller -	Blairgowrie.
Redgorton - -	1,422	5	5 „	J. Moir - -	22 St. John's Street, Perth.
Rhynd - - -	297	5	29 Mar.	D. M. Gibb -	British Linen Bank House, Perth.
St. Madoes - -	316	5	10 „	T. R. Kinmont -	Errol, Perthshire.
St. Martins - -	741	5	5 Apr.	J. Stewart -	Loanhead, Guildtown, Perth.
Scone - - -	2,306	5	5 „	J. Mackay -	New Scone, Perth.
Tenandry - -	497	5	29 „	J. Marshall -	Tenandry, Perth.
Tibbermore - -	1,131	5	15 „	R. Jack -	Tibbermore, Perth.
Trinity Gask - -	396	5	23 „	Rev. G. W. Kemp	The Manse, Trinity Gask, Auchterarder.
Trossachs - -	302	5	29 Mar.	W. McMichael -	Callander, Perthshire.
Tulliallan - -	2,207	5	10 Apr.	J. Simpson -	Newtown, Kincardine, Alloa.
Weem - - -	338	5	24 „	R. Kincaid -	Weem, Aberfeldy.
[23.] RENFREW.	226,564				
Abbey, Paisley (Landward).	14,221	9	9 May	A. Millar, jun. -	8, Gilmour Street, Paisley.
Cathcart - -	12,211	9	12 Apr.	W. B. Crawford	104, West Regent Street, Glasgow.
Eaglesham - -	1,385	5	25 Mar.	Rev. Jas. Buchanan.	Eaglesham, Glasgow.
Eastwood - -	13,770	9	28 Feb.	R. Guy -	41, King Street, Pollokshaws, Glasgow.
Erskine - -	1,653	5	1 Mar.	R. & T. Russell	7, High Street, Paisley.
Gourock - -	4,149	7	20 „	M. F. Dunlop -	2, Church Place, Greenock.
GREENOCK (Burgh) -	64,722	11	5 Apr.	G. Williamson -	2, Bank Street, Greenock.
Greenock, East Parish (Landward), (including Port Glasgow, Landward).	1,811	5	9 May	J. I. Macdougall	Mansion House, Greenock.
Greenock, West Parish (Landward).	324	5	8 „	J. I. Macdougall	Mansion House, Greenock.
Houston and Killellan -	2,191	5	22 Mar.	J. Y. King -	213, West George Street, Glasgow.
Inchinnan - -	508	5	12 Apr.	W. J. Easton -	150, Regent Street, Glasgow.
Inverkip - -	899	5	31 Mar.	M. F. Dunlop -	2, Church Place, Greenock.
Kilbarchan - -	6,868	7	5 Apr.	J. McNeil Porteous.	Kilbarchan, Johnstone.
Kilmalcolm - -	2,708	5	5 „	A. J. Macdougall	13, Hamilton Street, Greenock.
Levern - -	2,847	5	29 Mar.	J. Niven - -	Hurlet, Glasgow.
Lochwinnoch - -	3,369	7	26 Apr.	W. Logan -	Lochwinnoch, Renfrewshire.
Mearns - -	3,965	7	24 Mar.	J. Hutchison -	Mearnskirk, Newton Mearns, Glasgow.
Neilston - -	11,369	9	3 May	J. Watson -	Bank of Scotland, Barrhead, Glasgow.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
RENFREW—*cont.*			1873.		
PAISLEY (Burgh) -	55,688	9	23 Apr.	T. McRobert -	County Buildings, Paisley.
PORT GLASGOW (Burgh)	13,294	9	25 Mar.	J. Hood -	Port Glasgow.
Port Glasgow (Landward) united to East Parish, Greenock.	—	—	—	——	——
RENFREW (Burgh) -	4,855	7	12 Apr.	J. Cameron -	Municipal Buildings, Renfrew, Paisley.
Renfrew (Landward) -	2,553	5	10 May	T. Mackenzie -	70, Fulbar Street, Renfrew, Paisley.
Skelmorlie - -	1,264	5	28 Mar.	Rev. J. M. Boyd	Bellevue Manse, Wemyss Bay, Renfrewshire.
[35.] ROSS AND CROMARTY.	79,467				
Alness - - -	1,033	5	24 Mar.	W. Murray -	Alness, Ross-shire.
Applecross - -	2,405	5	13 May	Rev. K. Macdonald	Applecross, Lochcarron, Ross-shire.
Avoch - - -	1,691	5	7 „	R. J. Gillanders	Fortrose.
*Barvas - -	5,325	7	26 Mar.	J. Ross -	Stornoway.
Carnoch - -	296	5	26 Apr.	J. A. Smith -	Strathconan, Muir of Ord.
Contin - - -	708	5	15 Mar.	G. McLennan -	Achnasoul, Muir of Ord.
Cromarty (including Burgh).	2,009	5	12 „	A. H. Mackenzie	Cromarty.
Dingwall (including Burgh).	2,220	7	9 Apr.	J. McLennan -	Dingwall.
Edderton - -	789	5	15 Sept.†	J. Stephen -	Balblair, Edderton, Ross-shire.
Fearn - - -	2,135	5	25 Mar.	A. Wallace -	Tullich, Fearn, Ross-shire.
Fodderty - -	1,880	5	3 Apr.	D. Scott -	Studding Sail Hall, Strathpeffer Dingwall.
Fortrose (included in Rosemarkie).	—	—	—	——	——
Gairloch - -	4,479	9	20 Mar.	J. Mackintosh -	Poolewe, Ross-shire.
Glenshiel - -	424	5	5 May	D. Nicolson -	Auchtertyre, Lochalsh.
Killearnan - -	1,059	5	19 Apr.	G. Maclennan -	Achnasoul, Beauly.
Kilmuir Easter -	1,146	5	27 Mar.	A. McKay -	Barbaraville, Invergordon, Ross-shire.
Kiltearn - -	1,182	5	11 Apr.	Wm. Urquhart -	Evanton.
Kincardine - -	1,472	7	8 „	J. M. Ross -	Ardgay.
Kinloch-luichart -	632	5	8 „	G. Maclennan -	Achnasoul, Beauly.
Kintail - -	688	5	14 „	D. Nicolson -	Auchtertyre, Lochalsh.
Knockbain - -	1,866	5	2 „	K. Elder -	Balnakyle, Munlochy, Inverness.
Lochalsh - -	2,050	5	12 „	J. Watson -	Balmacara, Lochalsh.
Lochbroom - -	4,191	9	22 „	K. Cameron -	Ullapool, Ross-shire.
Lochcarron - -	1,405	5	15 „	A. J. Ross -	Caledonian Bank, Lochcarron, Ross-shire.
*Lochs - -	6,284	7	28 Mar.	J. Ross -	Stornoway.
Logie Easter - -	827	5	14 Apr.	A. Wills -	Invergordon, Ross-shire.
Nigg - - -	1,000	5	12 „	J. Ross -	Stafford Street, Tain.
Resolis - -	1,424	5	14 Mar.	E. Scott -	Cullicudden, Conon Bridge, Ross-shire.
Rosemarkie (including Fortrose).	1,357	5	7 Apr.	J. Henderson -	Fortrose, Inverness.
Rosskeen - -	3,713	7	26 Mar.	A. Wills -	Invergordon, Ross-shire.
*Stornoway (including Town).	10,389	7	3 Apr.	J. Ross -	Stornoway.

† Date of nomination by Board of Education. Election, which took place on 21st March, declared void by Sheriff.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ROSS AND CROMARTY—*cont.*			1873.		
Tain (including Burgh)	3,009	7	10 Apr.	J. Macdonald -	Springfield, Tain.
Tarbat - -	1,878	5	20 May	J. Ross -	Meikle Tarrel, Fearn.
*Uig - - -	3,489	7	31 Mar.	K. Mackenzie -	National Bank, Stornoway.
Urquhart and Logie Wester.	2,525	7	13 Mar.	A. MacDonald -	Conon Bridge, Ross-shire.
Urray - - -	2,427	5	26 Apr.	D. Maclean -	Fairburn Muir, Muir of Ord.
[33.] ROXBURGH.	54,306				
Ancrum -	1,360	5	5 Apr.	Rev. J. Patterson	Ancrum, Jedburgh.
Ashkirk - -	500	5	15 Sept.†	A. Waldie -	Ashkirk, Hawick.
Bedrule - -	269	5	22 Mar.	W. MacNeill -	Bedrule, Jedburgh.
Bowden - -	769	5	20 „	R. Dunn -	Melrose.
Castleton - -	2,256	5	15 Apr.	T. Stevenson -	British Linen Co. Bank, Langholm.
‡Cavers(including Kirkton).	1,652	7	1876. 22 Apr.	W. Haddon -	Hawick.
			1873.		
Crailing - -	638	5	7 Apr.	G. Fargie -	Kelso.
Eckford - -	912	5	24 Mar.	A. W. Main -	Broomlands. Kelso.
Edgerston - -	358	5	11 Apr.	J. C. Stevenson	County Buildings, Jedburgh.
Ednam - -	613	5	22 Mar.	D. Pringle -	Ednam, Kelso.
HAWICK (Burgh) -	16,184	9	8 Apr.	J. Oliver -	Hawick.
Hawick (Landward) -	422	5	10 „	G. Grier -	Bridge House, Hawick.
Hobkirk - -	662	5	14 „	Miss M. Sibbald	Weens Cottages, Bonchester, Hawick.
Hownam - -	263	5	22 Mar.	J. Cuthbert -	Hownam, Kelso.
JEDBURGH (Burgh) -	3,402	7	27 „	J. McDougall -	Exchange Buildings, Jedburgh.
Jedburgh (Landward)	1,515	5	12 Apr.	A. Laidlaw -	Exchange Buildings, Jedburgh.
Kelso - - -	5,235	7	15 Mar.	W. Robson -	Kelso.
Kirkton (united to Cavers, § 17).	—	—	—	—	—
Lilliesleaf - -	718	5	12 Apr.	W. Haddon -	Hawick.
Linton - -	543	5	5 „	J. Cook -	The Schoolhouse, Linton, Kelso.
Makerstoun - -	381	5	17 „	J. Porteous -	Coldstream.
Maxton - -	456	5	3 „	J. A. Bell -	Ploughlands, Maxton, St. Boswells, Roxburghshire.
Melrose - -	6,575	7	12 „	J. Freer -	Melrose.
Minto - - -	433	5	19 „	T. Ainslie -	Minto, Hawick.
Morebattle - -	1,003	5	22 Mar.	D. Macgregor -	Broomlands, Kelso.
Oxnam - -	638	5	9 Apr.	M. Little -	Oxnam, Jedburgh.
Roxburgh - -	1,012	5	11 Mar.	A. W. Main -	Kelso.
St. Boswells - -	959	5	22 „	T. Lawrie -	St. Boswells, Roxburghshire.
Smailholm - -	446	5	27 „	T. Hunter -	Kelso.
Southdean - -	641	5	3 May	R. Cunningham	Southdean, Hawick.
Sprouston - -	1,026	5	18 Mar.	D. Macgregor -	Broomlands, Kelso.
Teviothead - -	486	5	22 Apr.	R. Purdom -	Hawick.
Wilton - -	934	5	17 „	J. Shiel -	2, Laing Terrace, Wilton, Hawick.
Yetholm - -	1,045	5	5 „	Alex. Stewart -	28, Castle Street, Edinburgh.

† Date of nomination by Board of Education, no election having taken place. Date originally fixed, 24th March.

‡	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.
Cavers - - -	1,318	5	17 Apr. 1873.
Kirkton - - -	334	5	19 „ „

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[9.] SELKIRK.	24,290		1873.		
Caddonfoot - -	693	5	30 Apr.	John Pollok -	Selkirk.
Ettrick - -	397	5	10 May	J. Mitchell -	Gilmanscleuch, Selkirk.
Galashiels (Burgh) -	12,485	7	22 Mar.	F. S. Fairbairn -	Galashiels.
Galashiels (Landward)	1,720	5	29 „	W. Little -	Galashiels.
Kirkhope - -	547	5	15 Apr.	J. Macaulay -	Selkirk.
Roberton - -	567	5	28 Mar.	T. Wilson -	The Schoolhouse, Roberton, Hawick.
Selkirk (Burgh) -	6,090	7	22 „	C. Alexander -	Selkirk.
Selkirk (Landward) -	1,279	5	2 Apr.	J. Macaulay -	Selkirk.
Yarrow - -	562	5	10 „	C. Alexander -	Selkirk.
[18.] SHETLAND.	29,705				
Bressay, Burra, and Quarff	1,768	5	22 Apr.	R. D. Ganson -	Lerwick.
Delting - -	1,654	5	15 „	R. Robertson -	Westerscord, Voe, Lerwick.
Dunrossness - -	4,126	7	28 Mar.	C. G. D. Irvine	Sumburgh, Shetland.
Fetlar and North Yell -	1,252	5	1 May	P. M. Sandison -	Cullivoe, Lerwick.
Lerwick and Gulberwick	4,772	7	15 Apr.	J. B. Laurence -	Lerwick.
Mid and South Yell -	1,708	5	6 May	J. N. Barclay -	Mid Yell, Lerwick.
Nesting, Lunnasting, Whalsay, and Skerries.	2,626	7	23 Apr.	R. Goudie -	Lerwick.
Northmavine - -	2,269	7	26 Mar.	A. Harrison -	Swarthoull, Northmavine, Lerwick.
Sandsting and Aithsting	2,702	7	18 Apr.	P. Thomson -	Westerskeld, Sandsting, Lerwick.
Tingwall, Whiteness, and Weisdale.	2,385	7	9 May	J. T. Smith -	Old Schoolhouse, Scalloway, Lerwick.
Unst - - -	2,181	7	9 „	T. J. Sandison -	Uyasound, Unst.
Walls, Sandness, Papa, and Foula.	2,262	7	9 „	J. Laurenson -	Houll, Walls, Lerwick.
[28.] STIRLING.	107,057				
Airth - - -	1,362	5	21 Apr.	B. Watson -	Falkirk.
Alva - - -	5,113	7	5 „	J. Young -	Royal Bank of Scotland, Alloa.
Baldernock - -	569	5	5 „	T. McEwen -	Baldernock, Torrance, Glasgow.
Balfron - -	1,327	5	8 Mar.	J. Henry -	Balfron, Glasgow.
Bothkennar - -	1,798	5	9 Apr.	A. Ferguson -	Bothkennar, Falkirk.
Buchanan - -	550	5	20 „	W. W. Murray	Catter House, Drymen, Glasgow.
Campsie - -	5,873	7	10 „	G. M. Marshall	Lennoxtown, Glasgow.
Denny - -	5,728	7	7 „	A. Stark -	Denny.
Drymen - -	1,088	5	22 Mar.	W. W. Murray -	Catter House, Drymen.
Dunipace - -	1,874	5	3 May	A. Stark -	Dunipace, Denny.
Falkirk (Burgh) -	13,170	7	29 Mar.	T. Gibson -	Falkirk.
Falkirk (Landward) -	8,317	7	12 Apr.	B. Watson -	Falkirk.
Fintry - - -	414	5	19 Mar.	G. May -	Fintry, Glasgow.
Gargunnock - -	698	5	18 „	J. Paterson -	Gargunnock, Stirling.
Grangemouth (School District, § 17, parts of Falkirk, Bothkennar, and Polmont).	4,560	7	21 June	R. Stirling -	Grangemouth.
Killearn - -	1,131	5	29 Mar.	J. Henry -	Balfron, Glasgow.
Kilsyth (Town) -	5,436	7	7 Apr.	D. Stirling -	Newtown, Kilsyth, Glasgow.

Digitized by Google

Parish or Burgh.	Population in 1881.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
STIRLING—*cont.*			1873.		
Kilsyth (Landward) -	1,404	5	2 May	J. A. Ross -	115, St. Vincent Street, Glasgow.
Kippen - -	1,449	5	29 Mar.	A. Cross -	Claymires, Port of Monteith Station, Stirling.
Larbert - -	6,346	7	19 Apr.	R. Taylor -	22, Barnton Place, Stirling.
Lecropt - -	602	5	24 Mar.	J. Wilson -	Lecropt, Bridge of Allan.
Muiravonside - -	2,713	7	29 „	T. Wilson -	Maddiston, Linlithgow.
Polmont - -	3,861	7	26 „	A. Allan -	The Cross, Falkirk.
St. Ninian's - -	7,578	7	29 „	J. L. Philp -	Stirling.
Slamannan - -	6,428	7	10 „	A. Allan -	The Cross, Falkirk.
STIRLING (Burgh) -	16,012	9	8 „	R. MacLuckie -	22, King Street, Stirling.
Stirling (Landward) -	318	5	30 Oct.†	R. MacLuckie -	22, King Street, Stirling.
Strathblane - -	1,843	5	25 Apr.	J. C. Murray -	Blairgwhosh, Strathblane.
[18.] SUTHERLAND.	22,376				
Assynt - -	2,781	7	5 May	J. Gordon -	Lochinver, Lairg.
Clyne - - -	1,812	5	21 Mar.	G. Adams -	Brora, Sutherlandshire.
Creich - - -	2,223	7	1 May	A. S. Black -	Bonar Bridge, Sutherland.
Dornoch (including Burgh).	2,525	7	17 Apr.	I. Mackintosh -	Dornoch, Sutherlandshire.
Durness - -	987	5	13 May	David McBeath	Durine Hotel, Scourie, Lairg.
Eddrachillis - -	1,525	5	8 „	Jas. Simpson -	Scourie, Lairg.
Farr - - -	1,930	5	25 Apr.	Rev. J. M. Macgregor.	Farr.
Golspie - -	1,556	5	20 Mar.	D. Peters -	Golspie.
Kildonan - -	1,942	5	31 „	J. J. Hill -	Helmsdale, Sutherlandshire.
Lairg - - -	1,355	5	27 „	D. Munro -	Caledonian Bank, Lairg.
Loth - - -	584	5	29 Mar.	J. J. Hill -	Helmsdale, Sutherlandshire.
Rogart - -	1,227	5	25 June	J. J. Mackenzie	Rogart, Golspie.
Tongue - -	1,929	5	28 Apr.	Rev. T. Mackay	Manse of Tongue, Lairg.
[18.] WIGTOWN.	38,448				
Glasserton - -	1,203	5	15 May	A. H. Anderson	Whithorn, Wigtownshire.
Inch - - -	2,260	7	29 Mar.	J. Dally -	18, Lewis Street, Stranraer.
Kirkcolm - -	1,657	5	27 „	D. Wallace -	Kirkcolm, Stranraer.
Kirkcowan - -	1,307	5	20 May	Jas. Millar -	Kirkcowan, Wigtownshire.
Kirkinner - -	1,597	5	31 „	J. Christison -	Barglass, Kirkinner, Wigtownshire.
Kirkmaiden - -	2,446	7	5 Apr.	Geo. Cowan -	Drumore, Wigtownshire.
Leswalt - -	1,292	5	3 May	A. Aitken -	Stranraer.
Mochrum - -	2,315	5	28 „	C. M. Routledge	Port William, Wigtownshire.
New Luce - -	706	5	27 Mar.	R. McJannet -	Mains of Lairg, Newluce, Glenluce, Wigtownshire.
Old Luce or Glenluce -	2,447	7	27 „	J. Miller -	Glenluce, Wigtownshire.
Penninghame - -	3,777	7	4 Apr.	R. Carson -	Newton Stewart.
Portpatrick - -	1,285	5	22 Mar.	J. Taylor -	The Schoolhouse, Portpatrick, Wigtownshire.
Sheuchan - -	152	5	7 June	J. M. Adair -	North Strand Street, Stranraer.
Sorbie - - -	1,696	5	21 May	J. Fingland -	Garlieston, Wigtownshire.
Stoneykirk - -	2,766	7	4 Mar.	J. McCaig -	Mye, Stranraer.
STRANRAER (Burgh) -	6,415	7	25 „	J. S. Carnochan	Prince's Street, Stranraer.
Whithorn - -	2,929	7	20 May	A. McVea -	Whithorn, Wigtownshire.
Wigtown - -	2,198	5	19 „	W. Hawthorn -	Wigtown.

† Date of nomination by Board of Education, no election having taken place. No date fixed.

Digitized by Google

INDEX.

Parish or Burgh.	County.
Abbey, Paisley (Landward).	Renfrew.
Abbey St. Bathan's	Berwick.
Abbotshall	Fife.
See Kirkcaldy.	
Abdie	"
Abercorn	Linlithgow.
Aberdalgie	Perth.
Aberdeen (Burgh)	Aberdeen.
Aberdour	"
Aberdour	Fife.
Aberfoyle	Perth.
Aberlady	Haddington.
Aberlemno	Forfar.
Aberlour	Banff.
Abernethy	Perth.
Abernethy and Kincardine.	Inverness.
Abernyte	Perth.
Abertarff	Inverness.
See Boleskine and Abertarff.	
Aboyne and Glentanner.	Aberdeen.
Acharacle	Argyll.
Airdrie (Burgh)	Lanark.
Airlie	Forfar.
Airth	Stirling.
Aithsting	Shetland.
See Sandsting and Aithsting.	
Alford	Aberdeen.
Alloa (Town)	Clackmannan.
Alloa (Landward)	"
Alloway	Ayr.
Alness	Ross.
Alva	Stirling.
Alvah	Banff.
Alves	Elgin.
Alvie	Inverness.
Alyth	Perth.
Amulree	"
Ancrum	Roxburgh.
Annan	Dumfries.
Anstruther, Easter	Fife.
Anstruther, Wester	"
Anwoth	Kirkcudbright.
Applecross	Ross.
Applegarth and Sibbaldbie.	Dumfries.
Appin	Argyll.
See Lismore and Appin.	
Arbirlot	Forfar.
Arbroath (Burgh)	"
Arbroath (Landward).	"
See St. Vigean's.	
Arbuthnott	Kincardine.
Ardallie	Aberdeen.
Ardchattan and Muckairn.	Argyll.
Ardclach	Nairn.
Ardersier	Inverness.
Ardnamurchan	Argyll.
Ardoch	Perth.
Ardrossan	Ayr.
Arngask	Fife.
Arrochar	Dumbarton.
Ashkirk	Roxburgh.
Assynt	Sutherland.
Athelstaneford	Haddington.
Auchindoir and Kearn.	Aberdeen.
Auchinleck	Ayr.
Auchterarder	Perth.
Auchterderran	Fife.
Auchtergaven	Perth.
Auchterhouse	Forfar.
Auchterless	Aberdeen.
Auchtermuchty	Fife.
Auchtertool	"
Auldearn	Nairn.
Avoch	Ross.
Avondale	Lanark.
Ayr (Burgh)	Ayr.
Ayr (Landward)	"
Ayton	Berwick.
Baldernock	Stirling.
Balfron	"
Ballantrae	Ayr.
Ballingry	Fife.
Balmaclellan	Kirkcudbright.
Balmaghie	"
Balmerino	Fife.
Balquhidder	Perth.
Banchory-Devenick	Kincardine.
Banchory-Ternan	"
Banff (Burgh)	Banff.
Banff (Landward)	"
Bargrennan	Kirkcudbright.
Barony	Lanark.
See Springburn.	
Barr	Ayr.
Barra	Inverness.
Barry	Forfar.
Barvas	Ross.
Bathgate (Town)	Linlithgow.
Bathgate (Landward).	"
Beath	Fife.
Bedrule	Roxburgh.
Beith	Ayr.
Belhelvie	Aberdeen.
Bellie	Elgin.
Bendochy	Perth.
Benholm	Kincardine.
Benvie	Forfar.
See Liff, &c.	
Bervie	Kincardine.
Biggar	Lanark.
Birnie	Elgin.
Birsay	Orkney.
See Harray and Birsay.	
Birse	Aberdeen.
Blackford	Perth.
Blair Athol	"
Blairgowrie	"
Blairingone	"
Blantyre	Lanark.
Boharm	Elgin.
Boleskine and Abertarff.	Inverness.
Bolton	Haddington.
Bonhill	Dumbarton.
Borgue	Kirkcudbright.
Borrowstounness	Linlithgow.
Borthwick	Edinburgh.
Bothkennar	Stirling.
Bothwell	Lanark.
Botriphnie	Banff.
Bourtie	Aberdeen.
Bowden	Roxburgh.
Bower	Caithness.
Boyndie	Banff.
Bracadale	Inverness.
Braemar	Aberdeen.
See Crathie and Braemar.	
Brechin (Burgh)	Forfar.
Brechin (Landward)	"
Bressay, Burra, and Quarff.	Shetland.
Broughton, Glenholm, and Kilbucho.	Peebles.
Broughty Ferry (Town).	Forfar.
Brydekirk	Dumfries.
Buchanan	Stirling.
Buckie	Banff.
See Rathven.	
Buittle	Kirkcudbright.
Bunkle and Preston Burness	Berwick. Orkney.
See Cross and Burness.	
Burntisland (Burgh)	Fife.
Burntisland (Landward).	"
Burra	Shetland.
See Bressay, Burra, and Quarff.	
Burray	Orkney.
See South Ronaldshay, and Burray.	
Cabrach	Aberdeen.
Cadder	Lanark.
Caddonfoot	Selkirk.
Caerlaverock	Dumfries.
Cairney	Aberdeen.
Calderhead	Lanark.
Callander	Perth.
Cambusalang	Lanark.
Cambusnethan	"
Cameron	Fife.
Campbeltown (Burgh)	Argyll.
Campbeltown (Landward).	"
Campsie	Stirling.
Canisbay	Caithness.
Canonbie	Dumfries.
Caputh	Perth.
Cardross	Dumbarton.
Careston	Forfar.
Cargill	Perth.
Carluke	Lanark.
Carmichael	"
Carmunnock	"
Carnyllie	Forfar.
Carnbee	Fife.
Carnoch	Ross.
Carnock	Fife.
Carnwath	Lanark.
Carriden	Linlithgow.
Carrington	Edinburgh.
Carsphairn	Kirkcudbright.
Carstairs	Lanark.
Castleton	Roxburgh.
Cathcart	Renfrew.
Catterline	Kincardine.
See Kinneff and Catterline.	
Cavers and Kirkton	Roxburgh.
Cawdor	Nairn.
Ceres	Fife.
Channelkirk	Berwick.
Chapel of Garioch	Aberdeen
Chirnside	Berwick.
Clackmannan	Clackmannan.
Clarkston	Lanark.
Clatt	Aberdeen.
Cleish	Kinross.
Closeburn	Dumfries.
Clova	Forfar.
See Cortachy and Clova.	

Digitized by Google

Parish or Burgh.	County.
Clunie	Perth.
Cluny	Aberdeen.
Clyne	Sutherland.
Cockburnspath	Berwick.
Cockpen	Edinburgh.
Coldingham	Berwick.
Coldstream	"
Colinton	Edinburgh.
Coll	Argyll.
Collace	Perth.
Collessie	Fife.
Colmonell	Ayr.
Colonsay and Oronsay.	Argyll.
Colvend and Southwick.	Kirkcudbright.
Comrie	Perth.
Contin	Ross.
Corrie	Dumfries.
See Hutton and Corrie.	
Corsock	Kirkcudbright.
Corstorphine	Edinburgh.
Cortachy and Clova	Forfar.
Coull	Aberdeen.
Coupar Angus	Forfar.
Covington and Thankerton.	Lanark.
Coylton	Ayr.
Craig	Forfar.
Craigie	Ayr.
Craignish	Argyll.
Crail	Fife.
Crailing	Roxburgh.
Cramond	Edinburgh.
Cranshaws	Berwick.
Cranston	Edinburgh.
Crathie and Braemar	Aberdeen.
Crawford	Lanark.
Crawfordjohn	"
Creich	Fife.
Creich	Sutherland.
Crichton	Edinburgh.
Crieff	Perth.
Crimond	Aberdeen.
Cromarty	Ross.
Cromdale	Elgin.
Cross and Burness	Orkney.
Crosshill	Ayr.
Crossmichael	Kirkcudbright.
Croy and Dalcross	Inverness.
Cruden	Aberdeen.
Cullen	Banff.
Culross	Perth.
Culsalmond	Aberdeen.
Culter	Lanark.
Cults	Fife.
Cumbernauld	Dumbarton.
Cumbrae	Bute.
Cumlodden	Argyll.
Cummertrees	Dumfries.
Cupar (Burgh)	Fife.
Cupar (Landward)	"
Currie	Edinburgh.
Dailly	Ayr.
Dairsie	Fife.
Dalarossie	Inverness.
See Moy and Dalarossie.	
Dalavich	Argyll.
See Kilchrenan and Dalavich.	
Dalcross	Inverness.
See Croy and Dalcross.	
Dalgetty	Fife.
Dalkeith (Town)	Edinburgh.
Dalkeith (Landward)	"
Dallas	Elgin.
Dalmellington	Ayr.
Dalmeny	Linlithgow.
Dalry	Ayr.
Dalry	Kirkcudbright.
Dalrymple	Ayr.
Dalserf	Lanark.
Dalton	Dumfries.
Dalziel	Lanark.
Daviot	Aberdeen.
Daviot and Dunlichty.	Inverness.
Deerness	Orkney.
See St. Andrew's and Deerness.	
Delting	Shetland.
Denny	Stirling.
Deskford	Banff.
Dingwall	Ross.
Dirleton	Haddington.
Dollar	Clackmannan.
Dolphinton	Lanark.
Dores	Inverness.
Dornoch	Sutherland.
Dornock	Dumfries.
Douglas	Lanark.
Dowally	Perth.
See Dunkeld and Dowally.	
Drainie	Elgin.
Dregborn	Ayr.
Dron	Perth.
Drumblade	Aberdeen.
Drumelzier	Peebles.
Drumoak	Aberdeen.
Dryfesdale	Dumfries.
Drymen	Stirling.
Duddingston (Landward).	Edinburgh.
Duffus	Elgin.
Duirinish	Inverness.
Dull	Perth.
Dumbarton (Burgh)	Dumbarton.
Dumbarton (Landward).	"
Dumfries (Burgh)	Dumfries.
Dumfries (Landward).	"
Dun	Forfar.
Dunbar (Burgh)	Haddington.
Dunbar (Landward)	"
Dunbarney	Perth.
Dunblane	"
Dunbog	Fife.
Dundee (Burgh)	Forfar.
Dundee (Landward)	"
Dundonald	Ayr.
Dunfermline (Burgh).	Fife.
Dunfermline (Landward).	"
Dunino	"
Dunipace	Stirling.
Dunkeld and Dowally.	Perth.
Dunlichty	Inverness.
See Daviot and Dunlichty.	
Dunlop	Ayr.
Dunnet	Caithness.
Dunnichen	Forfar.
Dunning	Perth.
Dunnottar	Kincardine.
Dunoon and Kilmun	Argyll.
Dunrossness	Shetland.
Dunscore	Dumfries.
Duns	Berwick.
Dunsyre	Lanark.
Durness	Sutherland.
Durris	Kincardine.
Durrisdeer	Dumfries.
Duthill and Rothiemurchus.	Inverness.
Dyce	Aberdeen.
Dyke	Elgin.
Dysart (Burgh)	Fife.
Dysart (Landward)	"
Eaglesham	Renfrew.
Earlston	Berwick.
Eassie and Nevay	Forfar.
East Calder	Edinburgh.
See Kirknewton and East Calder.	
East Kilbride	Lanark.
Eastwood	Renfrew.
Eccles	Berwick.
Ecclesmachan	Linlithgow.
Echt	Aberdeen.
Eckford	Roxburgh.
Eday	Orkney.
See Stronsay and Eday.	
Edderton	Ross.
Eddleston	Peebles.
Eddrachillis	Sutherland.
Edgerston	Roxburgh.
Edinburgh (City)	Edinburgh.
Edinburgh (St. Cuthbert's and Dean).	"
Edinkillie	Elgin.
Ednam	Roxburgh.
Edrom	Berwick.
Edzell	Forfar.
Egilshay	Orkney.
See Rousay and Egilshay.	
Elgin (Burgh)	Elgin.
Elgin (Landward)	"
Elie	Fife.
Ellon	Aberdeen.
Enzie	Banff.
Errol	Perth.
Erskine	Renfrew.
Eskdalemuir	Dumfries.
Ettrick	Selkirk.
Evie and Rendall	Orkney.
Ewes	Dumfries.
Eyemouth	Berwick.
Fala and Soutra	Edinburgh.
Falkirk (Burgh)	Stirling.
Falkirk (Landward).	"
Falkland	Fife.
Farnell	Forfar.
Farr	Sutherland.
Fearn	Forfar.
Fearn	Ross.
Fenwick	Ayr.
Ferry-port-on-Craig	Fife.
Fetlar and North Yell	Shetland.
Fettercairn	Kincardine.
Fetteresso and Rickarton.	"
Findo Gask	Perth.
Fintray	Aberdeen.
Fintry	Stirling.
Firth and Stennis	Orkney.
Flisk	Fife.
Flotta	Orkney.
See Walls and Flotta.	
Fodderty	Ross.
Fogo	Berwick.
Forbes	Aberdeen.
See Tullynessle and Forbes.	
Fordoun	Kincardine.
Fordyce	Banff.
Forfar (Burgh)	Forfar.
Forfar (Landward)	"
Forgan	Fife.
Forgandenny	Perth.
Forglen	Banff.
Forgue	Aberdeen.
Forres (Burgh)	Elgin.
Forres (Landward)	"
Forteviot	Perth.
Fortingall	"
Fortrose	Ross.
See Rosemarkie.	

Digitized by Google

Parish or Burgh.	County.
Fossoway and Tullichebole.	Kinross.
Foula - - -	Shetland.
See Walls, &c.	
Foulden - - -	Berwick.
Foveran - - -	Aberdeen.
Fowlis Easter - -	Perth.
Fowlis Wester - -	"
Fraserburgh - -	Aberdeen.
Friockheim - -	Forfar.
Fyvie - - -	Aberdeen.
Gairloch - - -	Ross.
Galashiels (Burgh)	Selkirk.
Galashiels (Landward).	"
Galston - - -	Ayr.
Gamrie - - -	Banff.
Garguanock - -	Stirling.
Garthy - - -	Aberdeen.
Gartmore - -	Perth.
Garvald - - -	Haddington.
Garvock - - -	Kincardine.
Gigha and Cara -	Argyll.
Girthon - - -	Kirkcudbright.
Girvan (Town) -	Ayr.
Girvan (Landward) -	"
Gladsmuir - -	Haddington.
Glamis - - -	Forfar.
Glasgow (Burgh) -	Lanark.
Glass - - -	Aberdeen.
Glassary - - -	Argyll.
Glassertion - -	Wigtown.
Glassford - - -	Lanark.
Glenaray - - -	Argyll.
Glenbervie - -	Kincardine.
Glenbucket - -	Aberdeen.
Glencairn - -	Dumfries.
Glencorse - -	Edinburgh.
Glendevon - -	Perth.
Glenelg - - -	Inverness.
Glengairn - -	Aberdeen.
Glengarry - -	Inverness.
Glenholm - -	Peebles.
See Broughton, Glenholm, and Kilbucho.	
Glenisla - - -	Forfar.
Glenluce - - -	Wigtown.
See Old Luce.	
Glenmoriston - -	Inverness.
See Urquhart and Glenmoriston.	
Glenmuick and Tullich.	Aberdeen.
Glenorchy and Inishail.	Argyll.
Glenrinnes - -	Banff.
Glenshiel - - -	Ross.
Glentanner - -	Aberdeen.
See Aboyne and Glentanner.	
Golspie - - -	Sutherland.
Gordon - - -	Berwick.
Gourock - - -	Renfrew.
Govan - - -	Lanark.
Graemsay - -	Orkney.
See Hoy and Graemsay.	
Grange - - -	Banff.
Grangemouth - -	Stirling.
Greenlaw - - -	Berwick.
Greenock (Burgh) -	Renfrew.
Greenock, East Parish (Landward), including Port Glasgow (Landward).	"
Greenock, West Parish (Landward).	"
Gretna or Graitney -	Dumfries.
Gulberwick - -	Shetland.
See Lerwick and Gulberwick.	
Guthrie - - -	Forfar.
Haddington (Burgh)	Haddington.
Haddington (Landward).	"
Halfmorton - -	Dumfries.
Halkirk - - -	Caithness.
Hamilton (Burgh) -	Lanark.
Hamilton (Landward).	"
Harray and Birsay -	Orkney.
Harris - - -	Inverness.
Hawick (Burgh) -	Roxburgh.
Hawick (Landward)	"
Heriot - - -	Edinburgh.
Hobkirk - - -	Roxburgh.
Hoddam - - -	Dumfries.
Holm - - -	Orkney.
Holywood - -	Dumfries.
Houston and Killellan.	Renfrew.
Howmam - - -	Roxburgh.
Hoy and Graemsay	Orkney.
Humbie - - -	Haddington.
Hume and Stitchell	Berwick.
Huntly - - -	Aberdeen.
Hutton - - -	Berwick.
Hutton and Corrie -	Dumfries.
Inch - - -	Wigtown.
Inchinnan - -	Renfrew.
Inchture - - -	Perth.
Inishail - - -	Argyll.
See Glenorchy and Inishail.	
Innerleithen - -	Peebles.
Innerwick - -	Haddington.
Innerwick (Glenlyon).	Perth.
Insch - - -	Aberdeen.
Inah - - -	Inverness.
Inveraray (Burgh) -	Argyll.
See Glenaray.	
Inverarity - -	Forfar.
Inveravon - -	Banff.
Inverchaolain - -	Argyll.
Invereak (Landward).	Edinburgh.
Invergowrie - -	Forfar.
See Liff, &c.	
Inverkeilor - -	"
Inverkeithing - -	Fife.
Inverkeithny - -	Banff.
Inverkip - - -	Renfrew.
Inverness (Burgh) -	Inverness.
Inverness (Landward).	"
Inverurie - - -	Aberdeen.
Irongray - - -	Kirkcudbright.
Irvine (Burgh) -	Ayr.
Irvine (Landward) -	"
Jedburgh (Burgh) -	Roxburgh.
Jedburgh (Landward).	"
Johnstone - -	Dumfries.
Jura - - - -	Argyll.
Kearn - - -	Aberdeen.
See Auchindoir and Kearn.	
Keig - - - -	"
Keir - - - -	Dumfries.
Keiss - - -	Caithness.
Keith - - - -	Banff.
Keithhall and Kinkell.	Aberdeen.
Kells - - -	Kirkcudbright.
Kelso - - -	Roxburgh.
Kelton - - -	Kirkcudbright.
Kemback - - -	Fife.
Kennay - - -	Aberdeen.
Kenmore - - -	Perth.
Kennethmont -	Aberdeen.
Kennoway - -	Fife.
Kettins - - -	Forfar.
Kettle - - -	Fife.
Kilbarchan - -	Renfrew.
Kilberry - - -	Argyll.
See Kilcalmonell and Kilberry.	
Kilbirnie - - -	Ayr.
Kilbrandon and Kilchattan	Argyll.
Kilbride - - -	"
See Kilmore and Kilbride.	
Kilbride - - -	Bute.
Kilbucho - - -	Peebles.
See Broughton, Glenholm, and Kilbucho.	
Kilcalmonell and Kilberry.	Argyll.
Kilchattan - -	"
See Kilbrandon and Kilchattan.	
Kilchenzie - -	"
See Killean and Kilchenzie.	
Kilchoman - -	"
Kilchrenan and Dalavich.	"
Kilconquhar -	Fife.
Kildalton - - -	Argyll.
Kildonan - - -	Sutherland.
Kildrummy - -	Aberdeen.
Kilfinan - - -	Argyll.
Kilfinichen and Kilvickeon.	"
Killarrow and Kilmany.	"
Killean and Kilchenzie.	"
Killearn - - -	Stirling.
Killearnan - -	Ross.
Killellan - - -	Perth.
See Houston and Killellan.	
Killin - - -	Perth.
Kilmadock - -	"
Kilmalcolm - -	Renfrew.
Kilmallie - -	Argyll.
Kilmany - - -	Fife.
Kilmarnock (Burgh)	Ayr.
Kilmarnock (Landward).	"
Kilmaronock - -	Dumbarton.
Kilmartin - -	Argyll.
Kilmaurs - - -	Ayr.
Kilmelford - -	Argyll.
See Kilninver and Kilmelford.	
Kilmeny - - -	"
See Killarrow and Kilmeny.	
Kilmodan - -	"
Kilmonivaig - -	Inverness.
Kilmorack - -	"
Kilmorich - -	Argyll.
See Lochgoilhead and Kilmorich.	
Kilmore and Kilbride.	"
Kilmore - - -	"
See Kilninian and Kilmore.	
Kilmory - - -	Bute.
Kilmuir - - -	Inverness.
Kilmuir Easter -	Ross.
Kilmun - - -	Argyll.
See Dunoon and Kilmun.	
Kilninian and Kilmore.	"
Kilninver and Kilmelford.	"
Kilrenny - - -	Fife.
Kilspindie - -	Perth.
Kilsyth (Town) -	Stirling.
Kilsyth (Landward)	"
Kiltarlity - -	Inverness.

Digitized by Google

Parish or Burgh.	County.
Kiltearn	Ross.
Kilvickeon	Argyll.
See Kilfinichen and Kilvickeon.	
Kilwinning	Ayr.
Kincardine	Inverness.
See Abernethy and Kincardine.	
Kincardine	Perth.
Kincardine	Ross.
Kincardine O'Neil	Aberdeen.
Kinclaven	Perth.
Kinfauns	"
Kingarth	Bute.
King Edward	Aberdeen.
Kinghorn	Fife.
Kinglassie	"
Kingoldrum	Forfar.
Kingsbarns	Fife.
Kingussie	Inverness.
Kininmonth	Aberdeen.
Kinkell	"
See Keithhall and Kinkell.	
Kinloch	Perth.
See Lethendy and Kinloch.	
Kinloch-luichart	Ross.
Kinloch-Rannoch	Perth.
Kinloss	Elgin.
Kinnaird	Perth.
Kinneff and Catterline.	Kincardine.
Kinnell	Forfar.
Kinnellar	Aberdeen.
Kinnettles	Forfar.
Kinnoull	Perth.
Kinross	Kinross.
Kintail	Ross.
Kintore	Aberdeen.
Kippen	Stirling.
Kirkbean	Kirkcudbright.
Kirkcaldy (Burgh)	Fife.
Kirkcaldy (Landward) and Abbotshall.	"
Kirkcolm	Wigtown.
Kirkconnel	Dumfries.
Kirkcowan	Wigtown.
Kirkcudbright	Kirkcudbright.
Kirkden	Forfar.
Kirkgunzeon	Kirkcudbright.
Kirkhill	Inverness.
Kirkhope	Selkirk.
Kirkinner	Wigtown.
Kirkintilloch (Town)	Dumbarton.
Kirkintilloch (Landward).	"
Kirkliston	Linlithgow.
Kirkmabreck	Kirkcudbright.
Kirkmahoe	Dumfries.
Kirkmaiden	Wigtown.
Kirkmichael	Ayr.
Kirkmichael	Banff.
Kirkmichael	Dumfries.
Kirkmichael	Perth.
Kirknewton and East Calder.	Edinburgh.
Kirkoswald	Ayr.
Kirkpatrick-Durham	Kirkcudbright.
Kirkpatrick-Fleming	Dumfries.
Kirkpatrick-Juxta	"
Kirkton	Roxburgh.
See Cavers.	
Kirkurd	Peebles.
Kirkwall (Burgh)	Orkney.
Kirkwall and St. Ola	"
Kirriemuir	Forfar.
Knockando	Elgin.
Knockbain	Ross.
Lady	Orkney.
Ladykirk	Berwick.
Laggan	Inverness.
Lairg	Sutherland.
Lamington	Lanark.
See Wandell and Lamington.	
Lanark (Burgh)	"
Lanark (Landward)	"
Langholm	Dumfries.
Langton	Berwick.
Larbert	Stirling.
Largo	Fife.
Largoward	"
Largs	Ayr.
Larkhall	Lanark.
Lasswade	Edinburgh.
Latheron	Caithness.
Lauder	Berwick.
Laurencekirk	Kincardine.
Leadhills	Lanark.
Lecropt	Stirling.
Legerwood	Berwick.
Leith (Burgh)	Edinburgh.
Leith, South (Landward).	"
Leochel-Cushnie	Aberdeen.
Lerwick and Gulberwick.	Shetland.
Leslie	Aberdeen.
Leslie	Fife.
Lesmahagow	Lanark.
Leswalt	Wigtown.
Lethendy and Kinloch.	Perth.
Lethnot and Navar *See Navar and Lethnot.*	Forfar.
Leuchars	Fife.
Levern	Renfrew.
Libberton	Lanark.
Liberton	Edinburgh.
Liff, Benvie, and Invergowrie.	Forfar.
Lilliesleaf	Roxburgh.
Linlithgow (Burgh)	Linlithgow.
Linlithgow (Landward).	"
Linton	Roxburgh.
Lintrathen	Forfar.
Lismore and Appin	Argyll.
Little Dunkeld	Perth.
Livingstone	Linlithgow.
Lochalsh	Ross.
Lochbroom	"
Lochcarron	"
Lochgelly	Fife.
Lochgilphead	Argyll.
Lochgoilhead and Kilmorich.	"
Lochlee	Forfar.
Lochmaben	Dumfries.
Lochrutton	Kirkcudbright.
Lochs	Ross.
Lochwinnoch	Renfrew.
Logie	Fife.
Logie	Perth.
Logiealmond	"
Logie Buchan	Aberdeen.
Logie Coldstone	"
Logie Easter	Ross.
Logie Pert	Forfar.
Logierait	Perth.
Logie Wester *See Urquhart and Logie Wester.*	Ross.
Longforgan	Perth.
Longformacus	Berwick.
Longside	Aberdeen.
Lonmay	"
Loth	Sutherland.
Loudoun	Ayr.
Lumphanan	Aberdeen.
Lunan	Forfar.
Lundie	"
Lunnasting *See Nesting, &c.*	Shetland.
Luss	Dumbarton.
Lyne and Megget	Peebles.
Madderty	Perth.
Mains and Strathmartine.	Forfar.
Makerstoun	Roxburgh.
Manor	Peebles.
Markinch	Fife.
Marnoch	Banff.
Maryculter	Kincardine.
Maryhill	Lanark.
Marykirk	Kincardine.
Marytown	Forfar.
Mauchline	Ayr.
Maxton	Roxburgh.
Maybole	Ayr.
Mearns	Renfrew.
Megget *See Lyne and Megget.*	Peebles.
Meigle	Perth.
Meldrum	Aberdeen.
Melrose	Roxburgh.
Menmuir	Forfar.
Mertoun	Berwick.
Methlick	Aberdeen.
Methven	Perth.
Mid and South Yell	Shetland.
Midcalder	Edinburgh.
Middlebie	Dumfries.
Midmar	Aberdeen.
Migvie *See Tarland and Migvie.*	"
Millbrex	"
Minnigaff	Kirkcudbright.
Minto	Roxburgh.
Mochrum	Wigtown.
Moffat	Dumfries.
Moneydie	Perth.
Monifieth	Forfar.
Monikie	"
Monimail	Fife.
Monkton and Prestwick.	Ayr.
Monquhitter	Aberdeen.
Montrose (Burgh)	Forfar.
Montrose (Landward).	"
Monymusk	Aberdeen.
Monzie	Perth.
Monzievaird and Strowan.	"
Moonzie	Fife.
Mordington	Berwick.
Morebattle	Roxburgh.
Morham	Haddington.
Mortlach	Banff.
Morton	Dumfries.
Morvern	Argyll.
Moulin	Perth.
Mouswald	Dumfries.
Moy and Dalarossie	Inverness.
Muckairn *See Ardchattan and Muckairn.*	Argyll.
Muckart	Perth.
Muiravonside	Stirling.
Muirkirk	Ayr.
Murroes	Forfar.
Musselburgh (Burgh).	Edinburgh.
Muthill	Perth.
Nairn (Burgh)	Nairn.
Nairn (Landward)	"
Navar and Lethnot	Forfar.
Neilston	Renfrew.
Nenthorn	Berwick.
Nesting, Lunnasting, Whalsay, and Skerries.	Shetland.
Nevay *See Eassie and Nevay.*	Forfar.
New Abbey	Kirkcudbright.
Newbattle	Edinburgh.

Digitized by Google

Parish or Burgh.	County.
Newburgh	Fife.
Newburn	"
New Byth	Aberdeen.
New Cumnock	Ayr.
New Deer	Aberdeen.
Newhills	"
Newlands	Peebles.
New Luce	Wigtown.
New Machar	Aberdeen.
New Monkland	Lanark.
New or East Kilpatrick.	Dumbarton.
New Pitsligo	Aberdeen.
New Spynie	Elgin.
Newton	Edinburgh.
Newton-on-Ayr (Landward).	Ayr.
See St. Quivox.	
Newtyle	Forfar.
Nigg	Kincardine.
Nigg	Ross.
North Berwick	Haddington.
North Bute and Rothesay (Landward).	Bute.
North Knapdale	Argyll.
Northmavine	Shetland.
North Ronaldshay	Orkney.
North Uist	Inverness.
North Yell	Shetland.
See Fetlar and North Yell.	
Oathlaw	Forfar.
Oban (Burgh)	Argyll.
Ochiltree	Ayr.
Old Cumnock	"
Old Deer	Aberdeen.
Oldhamstocks	Haddington.
Old Luce or Glenluce.	Wigtown.
Old Machar	Aberdeen.
Old Monkland	Lanark.
Old or West Kilpatrick.	Dumbarton.
Olrig	Caithness.
Ord	Banff.
See Banff.	
Ordiquhill	"
Ormiston	Haddington.
Oronsay	Argyll.
See Colonsay and Oronsay.	
Orphir	Orkney.
Orwell	Kinross.
Oxnam	Roxburgh.
Oyne	Aberdeen.
Paisley (Burgh)	Renfrew.
Panbride	Forfar.
Papa	Shetland.
See Walls, &c.	
Papa Westray	Orkney.
See Westray and Papa Westray.	
Parton	Kirkcudbright.
Peebles	Peebles.
Pencaitland	Haddington.
Penicuick	Edinburgh.
Penninghame	Wigtown.
Penpont	Dumfries.
Persie	Perth.
Perth (Burgh)	"
Perth, East Parish (Landward).	"
Peterculter	Aberdeen.
Peterhead (Burgh)	"
Peterhead (Landward).	"
Pettinain	Lanark.
Petty	Inverness.
Pitsligo	Aberdeen.
Pittenweem	Fife.
Polmont	Stirling.
Polwarth	Berwick.
Port Glasgow (Burgh)	Renfrew.
Port Glasgow (Landward), *united to East Parish, Greenock.*	"
Portmoak	Kinross.
Portobello (Burgh)	Edinburgh.
Port of Monteith	Perth.
Portpatrick	Wigtown.
Portree	Inverness.
Premnay	Aberdeen.
Preston	Berwick.
See Bunkle and Preston.	
Prestonkirk	Haddington.
Prestonpans	"
Prestwick	Ayr.
See Monkton and Prestwick.	
Quarff	Shetland.
See Bressay, Burra, and Quarff.	
Queensferry (Burgh)	Linlithgow.
See Dalmeny.	
Rafford	Elgin.
Rathen	Aberdeen.
Ratho	Edinburgh.
Rathven	Banff.
Rattray	Perth.
Rayne	Aberdeen.
Reay	Caithness.
Redgorton	Perth.
Rendall	Orkney.
See Evie and Rendall.	
Renfrew (Burgh)	Renfrew.
Renfrew (Landward)	Renfrew.
Rerrick	Kirkcudbright.
Resolis	Forfar.
Rhynd	Ross.
Rhynie	Perth.
Riccarton	Aberdeen.
Rickarton	Ayr.
See Fetteresso and Rickarton.	Kincardine.
Roberton	Lanark.
See Weston and Roberton.	
Roberton	Selkirk.
Rogart	Sutherland.
Rosemarkie	Ross.
Roseneath	Dumbarton.
Rosskeen	Ross.
Rothes	Elgin.
Rothesay (Burgh)	Bute.
(Landward)	"
See North Bute.	
Rothiemay	Banff.
Rothiemurchus	Inverness.
See Duthill and Rothiemurchus.	
Rousay and Egilshay	Orkney.
Row	Dumbarton.
Roxburgh	Roxburgh.
Rutherglen (including Burgh).	Lanark.
Ruthven	Forfar.
Ruthwell	Dumfries.
Saddell and Skipness	Argyll.
St. Andrew's and Deerness.	Orkney.
St. Andrew's (Burgh)	Fife.
St. Andrew's (Landward) and St. Leonard's.	"
St. Andrew's Lhanbryd.	Elgin.
St. Boswell's	Roxburgh.
St. Cyrus	Kincardine.
St. Fergus	Banff.
St. Leonard's	Fife.
See St. Andrew's and St. Leonard's.	
St. Madoes	Perth.
St. Martin's	"
St. Monance	Fife.
St. Mungo	Dumfries.
St. Ninian's	Stirling.
St. Ola	Orkney.
See Kirkwall and St. Ola (Land.)	
St. Quivox (Land.) and Newton on Ayr (Land.)	Ayr.
St. Vigean's	Forfar
Salen	Argyll.
Saline	Fife.
Salton	Haddington.
Sandness	Shetland.
See Walls, &c.	
Sandsting and Aithsting.	Shetland.
Sandwick	Orkney.
Sanquhar	Dumfries.
Savoch	Aberdeen.
Scone	Perth.
Scoonie	Fife.
Selkirk (Burgh)	Selkirk.
Selkirk (Landward)	"
Shapinshay	Orkney.
Shettleston	Lanark.
Sheuchan	Wigtown.
Shotts	Lanark.
Sibbaldie	Dumfries.
See Applegarth and Sibbaldie.	
Skelmorlie	Renfrew.
Skene	Aberdeen.
Skipness	Argyll.
See Saddell and Skipness.	
Skirling	Peebles.
Slains	Aberdeen.
Slamannan	Stirling.
Sleat	Inverness.
Smailholm	Roxburgh.
Small Isles	Inverness.
Snizort	"
Sorbie	Wigtown.
Sorn	Ayr.
Southdean	Roxburgh.
Southend	Argyll.
South Knapdale	"
South Ronaldshay and Burray.	Orkney.
South Uist	Inverness.
Southwick	Kirkcudbright.
See Colvend and Southwick.	
South Yell	Shetland.
See Mid and South Yell.	
Speymouth	Elgin.
Spott	Haddington.
Springburn	Lanark.
Springfield	Fife.
Sprouston	Roxburgh.
Stair	Ayr.
Stennis	Orkney.
See Firth and Stennis.	
Stenscholl	Inverness.
Stenton	Haddington.
Stevenston	Ayr.
Stewarton	"
Stirling (Burgh)	Stirling.
Stirling (Landward)	"
Stitchell	Berwick.
See Hume and Stitchell.	
Stobhill	Edinburgh.
Stobo	Peebles.
Stonehaven	Kincardine.
Included partly in Dunnottar and partly in Fetteresso.	
Stonehouse	Lanark.

Digitized by Google

Parish or Burgh.	County.
Stoneykirk	Wigtown.
Stornoway	Ross.
Stow	Edinburgh.
Stracathro	Forfar.
Strachan	Kincardine.
Strachur	Argyll.
See Stralachan and Strachur.	
Straiton	Ayr.
Stralachlan and Strachur.	Argyll.
Stranraer (Burgh)	Wigtown.
Strath	Inverness.
Strathblane	Stirling.
Strathdon	Aberdeen.
Strathmartine	Forfar.
See Mains and Strathmartine.	
Strathmiglo	Fife.
Strichen	Aberdeen.
Stromness	Orkney.
Stronsay and Eday	"
Strontian	Argyll.
Swinton	Berwick.
Symington	Ayr.
Symington	Lanark.
Tain	Ross.
Tannadice	Forfar.
Tarbat	Ross.
Tarbert	Argyll.
Tarbolton	Ayr.
Tarland and Migvie	Aberdeen.
Tarves	"
Tealing	Forfar.
Temple	Edinburgh.
Tenandry	Perth.
Terregles	Kirkcudbright.
Teviothead	Roxburgh.
Thankerton	Lanark.
See Covington and Thankerton.	
Thurso	Caithness.
Tibbermore	Perth.
Tillicoultry	Clackmannan.
Tingwall, Whiteness, and Weisdale.	Shetland.
Tinwald	Dumfries.
Tongland	Kirkcudbright.
Tongue	Sutherland.
Torosay	Argyll.
Torphichen	Linlithgow.
Torryburn	Fife.
Torthorwald	Dumfries.
Tough	Aberdeen.
Towie	"
Tranent	Haddington.
Traquair	Peebles.
Trinity Gask	Perth.
Troqueer	Kirkcudbright.
Trossachs	Perth.
Tulliallan	"
Tullich	Aberdeen.
See Glenmuick and Tullich.	
Tulliebole	Kinross.
See Fossoway and Tulliebole.	
Tullynessle and Forbes.	Aberdeen.
Tundergarth	Dumfries.
Turriff	Aberdeen.
Tweedsmuir	Peebles.
Twynholm	Kirkcudbright.
Tyninghame	Haddington.
See Whitekirk and Tyninghame.	
Tynron	Dumfries.
Tyree	Argyll.
Tyrie	Aberdeen.
Udny	"
Uig	Ross.
Unst	Shetland.
Uphall	Linlithgow.
Urquhart	Elgin.
Urquhart and Glenmoriston.	Inverness.
Urquhart and Logie Wester.	Ross.
Urr	Kirkcudbright.
Urray	Ross.
Walls, Sandness, Papa and Foula.	Shetland.
Walls and Flotta	Orkney.
Walston	Lanark.
Wamphray	Dumfries.
Wandell and Lamington.	Lanark.
Watten	Caithness.
Weem	Perth.
Weisdale	Shetland.
See Tingwall, &c.	
Wemyss	Fife.
West Calder	Edinburgh.
Westerkirk	Dumfries.
West Kilbride	Ayr.
West Linton	Peebles.
Westray and Papa Westray.	Orkney.
Westruther	Berwick.
Whalsay	Shetland.
See Nesting, &c.	
Whitburn	Linlithgow.
Whitekirk and Tyninghame.	Haddington.
Whiteness	Shetland.
See Tingwall, &c.	
Whithorn	Wigtown.
Whitsome	Berwick.
Whittinghame	Haddington.
Wick (Burgh)	Caithness.
Wick (Landward)	"
Wigtown	Wigtown.
Wilton	Roxburgh.
Wiston and Roberton	Lanark.
Yarrow	Selkirk.
Yester	Haddington.
Yetholm	Roxburgh.
Ythan Wells	Aberdeen.

Digitized by Google

Sales sanctioned under Section 36 of the Education (Scotland) Act, 1872, from 1st April 1886 to 31st March 1887.

Board.	School.	Date of Sanction.
Torpichen (Linlithgow) -	No. 1 Public School (Old Parochial School).	7th June 1886. (Amended.)
Larbert (Stirling) -	Stenhousemuir Public School	22nd October 1886.
Alva (Stirling) - -	Garden ground of former Green Square Public School.	18th December 1886.
Larbert (Stirling) -	Larbert Public School -	24th January 1887. (Amended.)

Transfer sanctioned under Sections 38 and 39 of the Education (Scotland) Act, 1872, during the year ended 31st March 1887.

Board.	School.	Date of Transfer.
Melrose (Roxburgh) -	Newstead Subscription School	2nd August 1886.

List of Loans sanctioned by the Scotch Education Department under Section 45 of the Education (Scotland) Act, 1872, from 1st April 1886 to 31st March 1887.

County.	Board.	Amount.
		£ s. d.
Aberdeen - - -	Aberdeen (Burgh) - -	4,070 0 0
„ - - -	Drumoak - - -	286 0 0
„ - - -	Gartly - - -	950 0 0
„ - - -	Methlick - - -	100 0 0
„ - - -	New Machar - - -	685 0 0
„ - - -	Peterhead (Burgh) - -	300 0 0
„ - - -	Pitsligo - - - -	1,290 0 0
Argyll - - -	Tarbert - - -	800 0 0
Ayr - - -	Ayr (Burgh) - - -	1,500 0 0
„ - - -	Beith - - - -	540 0 0
„ - - -	Irvine (Burgh) - - -	480 0 0
„ - - -	Kilmarnock (Burgh) - -	5,000 0 0
„ - - -	West Kilbride - - -	300 0 0

Digitized by Google

County.	Board.	Amount.		
		£	s.	d.
Banff	Fordyce	480	0	0
„	Glenrinnes	250	0	0
„	Rathven	740	0	0
Berwick	Coldingham	670	0	0
Caithness	Canisbay	590	0	0
Clackmannan	Tillicoultry	400	0	0
Dumbarton	Cardross	2,300	0	0
„	Dumbarton (Burgh)	2,000	0	0
„	Old Kilpatrick	17,800	0	0
Dumfries	Hutton and Corrie	400	0	0
„	Kirkpatrick Juxta	860	0	0
Edinburgh	Corstorphine	570	0	0
„	Edinburgh (City)	17,099	6	0
„	„ (St. Cuthbert's and Dean).	89	0	0
„	Fala and Soutra	130	0	0
„	Leith (Burgh)	13,000	0	0
„	Musselburgh (Burgh)	2,000	0	0
„	Portobello (Burgh)	200	0	0
Elgin	Cromdale	285	0	0
Fife	Dunfermline (Burgh)	600	0	0
„	Lochgelly	1,200	0	0
„	Wemyss	1,200	0	0
Forfar	Brechin (Burgh)	580	0	0
„	Dundee (Burgh)	7,530	0	0
„	Forfar (Landward)	428	0	0
„	Kirkden	75	0	0
„	Logie Pert	680	0	0
Inverness	Sleat	260	0	0
Kincardine	Fetteresso and Rickarton	400	0	0
Kirkcudbright	Urr	500	0	0
Lanark	Airdrie (Burgh)	3,469	0	0
„	Bothwell	2,758	0	0
„	Clarkston	892	0	0
„	Glasgow (Burgh)	88,500	0	0
„	Govan	5,400	0	0
„	Shettleston	2,700	0	0
Linlithgow	Borrowstounness	150	0	0
„	Linlithgow (Landward)	3,000	0	0
„	Uphall	1,896	0	0
Nairn	Nairn (Burgh)	188	0	0
Orkney and Shetland	Nesting Lunnasting, Whalsay, and Skerries.	420	0	0

Digitized by Google

County.	Board.	Amount.
		£ s. d.
Peebles - - -	Innerleithen - - -	300 0 0
Perth - - -	Dull - - - -	1,127 0 0
„ - - -	Forteviot - - -	432 0 0
„ - - -	Kinclaven - - -	315 0 0
„ - - -	Logierait - - -	773 0 0
„ - - -	Rattray - - -	1,300 0 0
„ - - -	St. Martin's - - -	500 0 0
Renfrew - - -	Gourock - - -	1,200 0 0
„ - - -	Greenock (Burgh) - -	13,000 0 0
„ - - -	Inchinnan - - -	370 0 0
„ - - -	Neilston - - -	2,100 0 0
„ - - -	Paisley (Burgh) - -	23,000 0 0
„ - - -	Port Glasgow (Burgh) - -	5,000 0 0
Roxburgh - - -	Anerum - - -	700 0 0
„ - - -	Crailing - - -	1,600 0 0
„ - - -	Hownam - - -	450 0 0
„ - - -	Melrose - - -	250 0 0
Stirling - - -	Falkirk (Burgh) - -	1,350 0 0
„ - - -	Grangemouth - - -	1,200 0 0
„ - - -	Kilsyth (Burgh) - -	350 0 0
„ - - -	Larbert - - -	1,197 0 0
„ - - -	Stirling (Burgh) - -	3,000 0 0
	Total - -	258,499 6 0

List of Schools recognised under Section 67 (2) of the Education (Scotland) Act, 1872, since the publication of last Report.

County.	Name of School.
Argyll - - -	Acharacle, Mingarry, R.C.
Renfrew - - -	Paisley, B., Ferguslie, Half-time.

Specially required in the localities in which they are situated.

Ayr - - - -	Dundonald, Troon, St. Patrick's, R.C.
„ - - - -	Old Cumnock, R.C.
Edinburgh - - -	Portobello, St. John's, R.C.
Stirling - - -	Slamannan, Barnsmuir, R.C.

Grants have been promised on the ground that no sufficient provision exists for the children for whom the schools are intended, regard being had to the religious belief of their parents.

Digitized by Google

Number of Children Educated, and Cost of Education
(From Forty-first Annual Report

No.	Counties.	Poor Law.				Number of Applications under the 69th Section of the Statute during Year ended 14th May 1886.		
		Number of Pauper Children who received Education during Year ended 14th May 1886.			Cost of their Education.			
		Boys.	Girls.	Total.		Boys.	Girls.	Total.
					£ s. d.			
1	Aberdeen	1,069	980	2,049	1,183 0 0	394	307	701
2	Argyll	221	178	399	246 0 0	33	35	68
3	Ayr	874	869	1,743	1,092 0 0	209	207	416
4	Banff	225	227	450	248 0 0	45	46	91
5	Berwick	105	78	183	125 0 0	23	9	32
6	Bute	57	39	96	55 0 0	6	7	13
7	Caithness	134	142	276	106 0 0	44	24	68
8	Clackmannan	89	71	160	96 0 0	20	7	27
9	Dumbarton	318	278	596	319 0 0	73	79	152
10	Dumfries	267	242	509	320 0 0	82	77	159
11	Edinburgh	1,605	1,498	3,103	1,612 0 0	377	415	792
12	Elgin	154	146	300	167 0 0	19	16	35
13	Fife	477	489	966	581 0 0	92	66	158
14	Forfar	727	635	1,362	856 0 0	646	550	1,196
15	Haddington	116	108	224	138 0 0	28	14	42
16	Inverness	326	300	626	328 0 0	54	27	81
17	Kincardine	114	101	215	129 0 0	18	17	35
18	Kinross	20	15	35	19 0 0	1	4	5
19	Kirkcudbright	138	148	286	142 0 0	34	28	62
20	Lanark	4,419	4,358	8,777	5,316 0 0	3,587	3,363	6,950
21	Linlithgow	126	103	229	147 0 0	18	20	38
22	Nairn	49	45	94	39 0 0	2	3	5
23	Orkney and Shetland	110	116	226	90 0 0	25	41	66
24	Peebles	32	25	57	39 0 0	1	2	3
25	Perth	367	345	712	487 0 0	114	117	231
26	Renfrew	942	881	1,823	1,120 0 0	710	595	1,305
27	Ross	341	300	641	286 0 0	55	48	103
28	Roxburgh	161	138	299	214 0 0	39	34	73
29	Selkirk	62	68	130	122 0 0	19	14	33
30	Stirling	343	333	676	475 0 0	64	50	114
31	Sutherland	93	51	144	59 0 0	3	7	10
32	Wigtown	149	119	268	158 0 0	59	47	106
	Total	14,228	13,426	27,654	16,314 0 0	6,894	6,276	13,170

Digitized by Google

to PAROCHIAL BOARDS, during Year ended 14th May 1886.
of the Board of Supervision.)

EDUCATION ACT, SEC. 69.										
Number of such Applications Refused.			Number of such Applications Granted.			Total Number of Non-pauper Children receiving Education at the Cost of the Parish at 14th May 1886.			Cost of Education of Non-pauper children under Section 69 of Education Act.	No.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	£ s. d.	
45	47	92	334	253	587	548	467	1,015	552 0 0	1
5	3	8	27	30	57	126	115	241	135 0 0	2
37	40	77	162	160	322	407	379	786	602 0 0	3
7	3	10	36	40	76	159	164	323	199 0 0	4
2	1	3	21	8	29	37	28	65	44 0 0	5
3	3	6	3	4	7	14	8	22	18 0 0	6
6	1	7	38	23	61	118	96	214	71 0 0	7
1	—	1	18	7	25	51	36	87	61 0 0	8
17	21	38	48	51	99	142	144	286	147 0 0	9
4	8	12	68	63	131	148	153	301	198 0 0	10
42	46	88	299	326	625	459	481	940	630 0 0	11
7	3	10	10	12	22	77	54	131	72 0 0	12
20	10	30	66	54	120	198	163	361	237 0 0	13
23	19	42	622	531	1,153	977	769	1,746	1,105 0 0	14
3	1	4	25	13	38	76	57	133	98 0 0	15
4	4	8	50	23	73	94	50	144	70 0 0	16
6	5	11	11	11	22	36	32	68	54 0 0	17
—	—	—	1	4	5	8	4	12	10 0 0	18
—	3	3	34	25	59	92	71	163	78 0 0	19
466	455	921	2,729	2,539	5,268	3,385	3,332	6,717	4,164 0 0	20
—	—	—	16	18	34	64	60	124	86 0 0	21
—	—	—	2	3	5	12	12	24	12 0 0	22
7	11	18	14	28	42	70	68	138	60 0 0	23
1	—	1	—	2	2	4	6	10	8 0 0	24
9	13	22	105	101	206	151	146	297	242 0 0	25
95	94	189	585	475	1,060	651	569	1,220	706 0 0	26
11	13	24	44	35	79	152	112	264	139 0 0	27
—	2	2	37	27	64	50	58	108	94 0 0	28
8	3	11	11	11	22	28	25	53	39 0 0	29
7	4	11	46	40	86	166	172	338	264 0 0	30
—	—	—	2	6	8	10	16	26	10 0 0	31
6	—	6	53	47	100	183	133	316	213 0 0	32
842	813	1,655	5,517	4,970	10,487	8,693	7,980	16,673	10,418 0 0	

Digitized by Google

MINUTES, CODE, INSTRUCTIONS, &c.

COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND.

Appointment of Vice-President.

(Extract from the London Gazette of the 17th August 1886.)

At the Court at Osborne House, Isle of Wight, the 16th day of August 1886.

PRESENT,

The Queen's most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to direct that the Right Honourable *Arthur James Balfour*, be appointed Vice-President of the Committee of Council on Education in Scotland, and that the Right Honourable *Henry Matthews*, one of Her Majesty's Principal Secretaries of State, do prepare a Warrant for Her Majesty's Royal Signature accordingly, under the provisions of an Act passed in the forty-eighth and forty-ninth years of Her Majesty's reign, intituled "An "Act for appointing a Secretary for Scotland and Vice-President of the "Scotch Education Department."

(Extract from the London Gazette of the 24th August 1886.)

Whitehall, August 23, 1886.

The Queen has been pleased, in pursuance of the Secretary for Scotland Act, 1885, to appoint the Right Honourable *Arthur James Balfour*, Secretary for Scotland, to be Vice-President of the Scotch Education Department.

Appointment of Committee.

(Extract from the London Gazette of the 20th August 1886.)

At the Court at Osborne House, Isle of Wight, the 16th day of August 1886.

PRESENT,

The Queen's most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint the *Lord President of the Council*; the *Secretary of State for the Home Department*; the *Chancellor of the Exchequer*; the Right Honourable *Arthur James Balfour*, Secretary for Scotland (Vice-President); the Right Honourable Sir *Francis Richard Sandford*, K.C.B., and the Right Honourable *John Hay Athol Macdonald* (Lord Advocate), to be a Committee of Council on Education in Scotland.

Digitized by Google

Appointment of Vice-President.

(Extract from the London Gazette of Tuesday the 29th March 1887.)

At the Court at Windsor, the 25th day of March 1887.

PRESENT,

The Queen's most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to direct that the Most Honourable *Schomberg Henry, Marquess of Lothian*, K.T., be appointed Vice-President of the Committee of Council on Education in Scotland, and that the Right Honourable *Henry Matthews*, one of Her Majesty's Principal Secretaries of State, do prepare a Warrant for Her Majesty's Royal Signature accordingly, under the provisions of an Act passed in the forty-eighth and forty-ninth years of Her Majesty's reign, intituled "An Act for appointing a Secretary for Scotland and Vice-President of "the Scotch Education Department."

(Extract from the London Gazette of the 12th April 1887.)

Whitehall, April 11, 1887.

The Queen has been pleased, in pursuance of "The Secretary for Scotland Act, 1885," to appoint the Most Honourable *Schomberg Henry, Marquess of Lothian*, K.T., Keeper of the Privy Seal of Scotland, and Secretary for Scotland, to be Vice-President of the Scotch Education Department.

Appointment of Committee.

(Extract from the London Gazette of the 29th March 1887.)

At the Court at Windsor, the 25th day of March 1887.

PRESENT,

The Queen's most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint the *Lord President of the Council;* the Most Honourable the *Marquess of Lothian*, K.T., Secretary for Scotland (Vice-President); the *Secretary of State for the Home Department;* the *Chancellor of the Exchequer;* the Right Honourable *Arthur James Balfour;* the Right Honourable Sir *Francis Richard Sandford*, K.C.B., and the Right Honourable *John Hay Athol Macdonald* (Lord Advocate), to be a Committee of Council on Education in Scotland.

Digitized by Google

APPOINTMENT OF COMMITTEE.

(Extract from the London Gazette of the 17th May 1887.)

At the Court at Windsor, the 13th day of May 1887.

PRESENT,

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint the *Lord President of the Council;* the Most Honourable the *Marquess of Lothian*, K.T., Secretary for Scotland (Vice-President); the Right Honourable *Lord Watson;* the *Secretary of State for the Home Department;* the *Chancellor of the Exchequer;* the Right Honourable *Arthur James Balfour;* the Right Honourable Sir *Francis Richard Sandford*, K.C.B., and the Right Honourable *John Hay Athol Macdonald* (Lord Advocate), to be a Committee of Council on Education in Scotland.

APPOINTMENT OF SECRETARY TO EDUCATIONAL ENDOWMENTS (SCOTLAND) COMMISSION.

(Extract from the London Gazette of the 29th April 1887.)

Whitehall, April 26, 1887.

The Queen has been pleased to appoint, under the provisions of "The "Educational Endowments (Scotland) Act, 1882," *George Robertson Gillespie*, Esq., B.A., Advocate, to be Secretary to Her Majesty's Commissioners, under the said Act, in the room of *Alexander Gibson*, Esq., deceased.

Digitized by Google

CODE (1887)

OF THE

SCOTCH EDUCATION DEPARTMENT.

PRELIMINARY CHAPTER.

1. A SUM of money is annually granted by Parliament "For public "Education in Scotland."

2. This grant is administered by the Scotch Education Department,* herein-after called the Department.

3. The object of the grant is to aid local exertion, under certain conditions, to maintain—

(*a.*) Schools for children (Article 6); and

(*b.*) Training colleges for teachers (Article 83).

4. Aid to maintain schools is given by annual grants conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

5. These grants are made,—

(*a.*) "To any school board for and in respect of the public schools under their management."

(*b.*) "To the managers of any school which is, in the opinion of the Department, efficiently contributing to the secular education of the parish or burgh in which it is situated." (Education Act (Scotland), 1872, sec. 67 (2.).)

6. In every school, or department of a school, in respect of which grants are made, the following regulations must be strictly observed :—

(*a.*) "The school shall be open to children of all denominations, and any child may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school; and no child shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such child or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects."

(*b.*) "The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the school for elementary instruction shall be either at the beginning or at the end, or at the beginning and at the end, of such meeting, and shall be specified in a table

* "The term 'Scotch Education Department' shall mean The Lords of any "Committee of the Privy Council appointed by Her Majesty on Education in "Scotland" (Education, Scotland, Act, 1872, s. 1).

Digitized by Google

approved of by the Scotch Education Department." (Education Act, 1872, sec. 68.) This time table is to be submitted to the inspector for approval, on behalf of the Department, at the time of his annual visit (Article 11).

(*c.*) The education given must consist chiefly of elementary instruction (Article 28).

(*d.*) The ordinary payments in respect of the instruction, from each child, must not exceed ninepence a week on the average number on the books, except with the consent of the Department. "Payments" for instruction means the weekly fee payable by the parent, and does not include any payment for books or other such articles.

7. No grant is made for or in respect of—

(*a.*) Instruction in religious subjects (Education Act, 1872, sec. 67 (*a.*)).

(*b.*) A school established after the passing of the Education (Scotland) Act (6 *August* 1872), unless the Department shall after due inquiry be satisfied that no sufficient provision exists for the children for whom the school is intended, regard being had to the religious belief of their parents, or that it is otherwise specially required in the locality where it is situated (*ibid*, sec. 67 (*b.*)).

(*c.*) Higher class public schools (*ibid*, sec. 62–64).

8. Officers are employed to collect information, to examine whether the conditions required to be fulfilled by a school in order to obtain an annual parliamentary grant have been fulfilled, and to report the results to the Department, with whom it rests finally to determine whether these conditions have been fulfilled.

9. These officers are inspectors appointed by Her Majesty, on the recommendation of the Department, sub-inspectors, and persons employed by the Department, as occasion requires, in the capacity of acting inspectors, inspector's assistants, or auditors of accounts.

10. No grant is paid except on a report from one of such officers, unless some unforeseen cause (such as a continued epidemic) makes it impossible for the inspector to visit and report upon the school.

(*a.*) The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

11. The Department, at the time of agreeing to place a school on the list of those to which grants may be made, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Department informs the managers of a change. Notice of the day of the inspector's annual visit is given beforehand to the managers.

12. An inspector, sub-inspector, or inspector's assistant may visit any public school, or other school subject to inspection, at any other time without notice.

13. Grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

Exceptions :—

An instalment of the grant conditionally due may be paid,—

(*a.*) When the inspector's visit is postponed, owing to a change in the month of inspection (Article 11), for three months or upwards.

Digitized by Google

(*b.*) When from an epidemic, or other unavoidable cause, the inspection cannot be held within three months after the date at which the grant is due.

14. No school is placed on the list for inspection (Article 11) till an application has been addressed to the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W.

Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the Department, and must give notice to the Department of any change of correspondent.

(*a.*) Teachers cannot act as managers of, or correspondents for, the schools in which they are employed, nor can they be recognised by the Department as clerks, or treasurers, of school boards, unless very special grounds can be shown for their holding such appointments.

(*b.*) The term managers includes,—

1. The School Board of any burgh or parish.
2. The managers of a public school appointed by a School Board under section 22 of the Education Act.
3. The managers of any school to which grants are made pursuant to Article 5 (*b*).

16. *Lapsed Article.*

CHAPTER I.

ANNUAL GRANTS.

PART I.

SCHOOLS FOR CHILDREN.

SECTION I.

Preliminary Conditions.

17. Before any grant is made to a school (Article 4) the Department must be satisfied that—

(*a.*) The school is conducted in accordance with the terms of Article 6; and no child is refused admission on other than reasonable grounds.

(*b.*) The school is not carried on with a view to private emolument (Article 5 (*b*)).

(*c.*) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school.*

---

* In administering this Article the Department will endeavour to secure at least 80 cubical feet of internal space, and 8 square feet of area, for each child in average attendance in each room; but in schools erected, since the 1st January 1874, with the aid of a building grant or loan, the average attendance should not exceed the number of children for whom the plans were approved by the Department, being generally on the scale of 10 square feet of area for each child; which is to be considered as the normal scale in an efficient school.

Digitized by Google

(*d.*) The principal teacher is certificated (Article 43), and is not allowed to undertake duties, not connected with the school, which occupy any part whatever of the school hours, or of the time appointed for the special instruction of pupil-teachers (Schedule II. 5).

Exception :—

The teachers of evening schools need not be certificated if they are,—

(1.) Pupil-teachers who satisfy the conditions of Article 60 ; or,

(2.) Upwards of 18 years of age (Article 42), and approved by the inspector.

(*e.*) Due notice is given to the Department of any changes in the school staff (Article 39) which occur in the course of the year. The *first* grant to a school is, as a rule, computed from the date at which (1) the appointment of a certificated teacher is notified to, and approved by, the Department ; *or* (2) the acting teacher passes the examination for a certificate (Article 44).

(*f.*) The girls are, as a rule, taught plain needlework * and cutting out as part of the ordinary course of instruction.

(*g.*) All returns called for by the Department, or by Parliament, are duly made ; the admission and daily attendance of the scholars carefully registered by, or under the supervision of, the teacher (Article 67) ; accounts of income and expenditure accurately kept by the managers, and duly audited ; and all statistical returns and certificates of character (Articles 67, 77, and 80) may be accepted as trustworthy.

(*h.*) Three persons have designated one of their number to sign the receipt for the grant.

Exception :—

The treasurer of a school board signs the receipt for grants to schools under the management of the board.

(*i.*) The income of the school is applied only for the purpose of† public or State-aided schools.

18. The grant may be withheld, if, on the inspector's report, there appears to be any serious *primâ facie* objection. A second inspection, by another inspector, is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded.

---

* This includes darning, mending, marking, and knitting ; but no fancy work of any kind may be done in school hours. *See* Schedule III., which contains a scheme of instruction in needlework, according to which it must be taught where a grant is claimed under Article 19 A. (4) or 19 C. 1 (*c*).

† *See* Elementary Education Act, 1876, sections 20 and 53. Any income from endowment, if spent according to the terms of the trust, is not affected by this rule.

Digitized by Google

Grants to Day Schools.

19. The managers of a school which has met not less than 400* times, in the morning and afternoon, in the course of a year, as defined by Article 13, may claim at the end of such year—

A. The following sums per scholar, according to the average number in attendance throughout the year (Article 26).

(1.) 4*s*; or in any parish (not burgh) in the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, where the average attendance exceeds 65 per cent. but does not exceed 70 per cent. of the average number‡ of children whose names are entered on the school register, 5*s*.; where the average attendance exceeds 70 per cent. but does not exceed 75 per cent. of such number, 6*s*.; where the average attendance exceeds 75 per cent. but does not exceed 80 per cent. of such number, 7*s*.; where the average attendance exceeds 80 per cent. of such number, 8*s*.†

(2.) 1*s*. if the scholars are satisfactorily taught to sing by note, *i.e.*, by the standard or any recognised notation; or 6*d*. if they are satisfactorily taught to sing by ear.

(3.) 1*s*. 6*d*., if the inspector reports that the organization and discipline are *excellent; or*, 1*s*. if he reports that they are *good*.

(4.) 1*s*. if the girls are satisfactorily taught needlework according to the Third Schedule.

N.B.—This grant is calculated on the average attendance of girls only.

The inspector will bear in mind, in reporting on the organization and discipline, the results of any visits without notice (Article 12) made in the course of the school year; and will not interfere with any method of organization adopted in a training college under inspection if it is satisfactorily carried out in the school. To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the inspector that all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

---

* *Exceptions*:—

i. If a school is employed for the purpose of taking the poll at a *Parliamentary election*, under section 6 of the Ballot Act, 1872, the number of meetings during which the managers are deprived of the use of the school, *solely* in consequence of its being so employed, may, *if necessary*, be counted in making up,—

1. The 400 meetings of the school; or,
2. The 250 attendances of any scholar who was under instruction in the school the week before it was occupied for election purposes.

ii. If a school claiming annual grants for the first time has not been open for the whole year (Article 13); *or*, if a school has been closed during the year, under medical authority, on account of a local epidemic, or for any unavoidable cause, a proportionate reduction is made for the number of meetings (400) and attendances (250) required by this Article.

† The special rates of payment will not be payable if it appears to the Department that the school board are failing to take all reasonable means to secure the regular attendance at school of all children of school age within the parish.

‡ This average is found by dividing the sum of the numbers entered on the registers at the end of each week (to be duly noted at the time) by the number of weeks during which the school has met.

Digitized by Google

B. For every scholar above four years of age present on the day of examination* (Article 11), who has attended (Article 23) not less than 250† morning or afternoon meetings of the school :—

1. (*a.*) 7*s.* for children under Standard III. (Article 28), if the inspector report that the teaching is fair ; 8*s.* if he report that it is good ; 9*s.* if he report that it is excellent.‡

Except in special circumstances, to be approved by the Department, not more than two payments will be made under this Article on account of any child after he has reached eight years of age.

(*b.*) If the infants under seven, with those who reach the age of seven in the course of the school year, are taught as a separate department, by a certificated teacher and in accordance with a time-table of their own, in a room properly constructed and furnished for their instruction, or in the counties specified in Article 19 A. (1.) if they are partly taught by a Gaelic-speaking pupil-teacher whose services are not required under Article 32 (*c*) in respect of the average attendance at the school, the grant (Article 19 B. 1 (*a*)) on account of each scholar in that department may be increased by one shilling.

Delicate and specially backward children may, in circumstances approved by the inspector, be taught and paid for as infants.

(*c.*) 3*s.* for the children in the third and higher standards subject to examination (Articles 28, 29) for each pass in reading, writing, or arithmetic.

2. No grant will be paid (under Article 19 B. 1 (*c*) or Article 21) for any scholar who passes in only *one* of these three subjects (Article 29 (*b*)).

3. The results of the examination of each scholar above Standard II. will be communicated to the managers.

4. No scholar who has made the prescribed number of attendances may (without a reasonable excuse) be withheld from examination.

C. A grant on the examination in class subjects of the children presented in Standards III.–VI. or under Article 21 (*b.*) amounting to 1*s.* or 2*s.* for each subject if the inspector report that the teaching is fair (1*s.*) or good (2*s.*).

This grant is paid on the average attendance throughout the year of children above seven years of age.

1. The recognised class subjects (Schedule V.) are :—
   (*a.*) English.
   (*b.*) Geography and History.
   (*c.*) Needlework for girls (according to the Third Schedule).
   (*d.*) Elementary Science.
   (*e.*) Drawing.

---

* A grant proportionate to that gained by those present may be made for children absent on the day of examination owing to epidemic sickness, to be certified by a medical certificate, or owing to very severe weather, to be certified by Her Majesty's Inspector, provided that the number of absentees is not less than 10 per cent. of all who are on the schedule or schedules.

† *See* * note on previous page.

‡ When the classes corresponding to Standards I. and II. are not taught in the same department as the infants under seven, they will be reported on separately, and different rates of grant (according to the scales indicated) may be allowed for the infants and for such classes respectively.

Digitized by Google

2. In districts where Gaelic is spoken, the intelligence of the children examined under any paragraph of this Article (19) may be tested by requiring them to explain in Gaelic* the meaning of any passages read or recited.
3. No scholar who has made the prescribed number of attendances, or has, at the date of inspection, been for six months on the register, may (without a reasonable excuse for absence on the day of the inspector's yearly visit) be withheld from examination under this paragraph (C).
4. The mode of examination† is left to the discretion of the inspector.
5. Not more than three class subjects may be taken, and if any such subjects are taken, one must be English.
6. If girls take needlework as a class subject the school cannot receive the grant of 1*s.* under Article 19 A. 4.
7. If the girls in a mixed school take needlework and the boys another subject, the grant may be paid on the average attendance of boys and girls separately.

   No payment for the girls' needlework will be made in this case unless the boys take a corresponding class subject.
8. If drawing is taught to the boys only, the girls must take a corresponding class subject, otherwise no payment will be made for drawing on the average attendance of the boys.
9. Drawing can only be taken as a class subject where it is taught by a teacher—

   (*a*) holding an art certificate of the 2nd or 3rd grade (see Science and Art Directory, p. 69), or

   (*b*) who has passed in freehand, geometric, and model drawing of the 2nd grade, or

   (*c*) who obtained a grant in 1884 for teaching freehand or model drawing or practical geometry of the 1st grade in an elementary school. This qualification will cease after 1888. Teachers will then be required to have at least passed in freehand and model drawing (2nd grade art), and either in practical geometry (2nd grade art), or in science subject 1, practical plane and solid geometry.

   But if no teacher of the school be qualified as above, a grant will be made if the instruction be given by the certificated teacher of a recognised school of art, or art class, under the Science and Art Department. In this case it will be sufficient if the art teacher gives at least 20 lessons in the year, which should be as far as possible given in alternate weeks with those of the teacher or teachers of the school.

   (*d*) The time-table must allow *at least* one hour and a half of instruction in drawing during the week, and this instruction must be given regularly throughout the year. In the case of a school taking drawing for the first time, a grant will be made if drawing has been taught regularly and continuously for at least 22 weeks preceding the examination.

---

* Gaelic may be taught during the ordinary school hours, either by the certificated teacher, or by any person specially employed for the purpose.

† Examination on paper will, as a rule, be confined to scholars in Standard VI.

Digitized by Google

(*e*) The examination in drawing as a class subject under the Code will take place within a month before the end of the school year, and it will be conducted by the local superintendent of the Science and Art Department, who for this purpose will be deemed an inspector of the Scotch Education Department. Notice must be given to the Science and Art Department six months before the end of the school year.

10. The examination of the children varies according to their standards. The work for each standard in the class subjects other than needlework is set forth in the Fifth Schedule. In drawing, scholars may be classed for examination in standards which do not correspond with the ordinary standards in the school; in every such case a schedule must be prepared, and a duplicate preserved, showing the names of all the scholars, and the standards in which they have been presented for the drawing examination. No scholar should be presented a second time in the same or in any lower standard.

D. A special grant* of 10*l.* (or 15*l.*), subject to a favourable report from the inspector, if the population within two miles, by the nearest road, from the school is less than 300 (or 200) souls, and there is no other public or State-aided school recognised by the Department as available for that population.

(*a.*) In thinly peopled districts where the number of scholars that can be brought together at one centre is less than 20, children living more than four miles from any aided school, or separated from it by the sea, may be instructed at their own homes, or elsewhere, by a teacher approved by the inspector, and working under the supervision of the certificated teacher of a school to which grants are made. If these scholars, having been so instructed on 60 days in the year, are presented to the inspector on the day of his annual visit to the central school, or at some other school approved by the Department, the managers of such school may claim a double grant on their account under Article 19 B.

(*b.*) When the number of scholars so instructed, at more than one centre, by one or more such teachers, and presented to the inspector, reaches 15, the managers may claim a grant of 10*l.* in addition to the amount earned by examination.

N.B.—These special grants are not taken into account in making a reduction under Article 32 (*a*).

E. The sum of 40*s.* (or 60*s.*) in respect of each pupil-teacher† required by Article 32 (*c.*), or in any of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, although not so required, employed in giving bilingual instruction to Gaelic-speaking children,‡ who satisfies fairly (or well) the conditions of Article 70 (*e*).

20. 150 attendances (Article 23) qualify for examination—

(*a.*) Scholars under any half-time Act.

---

* *See* Elementary Education Act, 1876, sections 19 (2 and 3) and 53.

† This grant should be divided between the teacher and pupil-teachers in such proportion as the managers may determine.

‡ This payment applicable to the specified counties shall not be claimable in respect of more than one pupil-teacher in each school.

Digitized by Google

(*b.*) Scholars above 10 who have passed the third Standard,* and are certified by the managers to be beneficially and necessarily employed at work when not at school.

(*c.*) Scholars residing two miles or upwards from the school.

21. If the time table of the school has provided for the continuous teaching throughout the year of one or more specific subjects of secular instruction according to the table in Schedule IV.—

(*a.*) A grant of 4*s.* per subject may be made for every day scholar, presented in Standards V.–VI. (Article 28) who passes a satisfactory examination in not more than *two* of such subjects. Where, in any parish (not burgh) in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, there shall be maintained at one or more centres, sanctioned by the Department, a school in which at least one teacher shall be a graduate in arts or science of some university of the United Kingdom, and where, independently of such teacher, there shall be provided a staff which, after a deduction of 30 scholars from the average attendance, shall fulfil the requirements of Article 32 (*c.*), in such a school this grant may be increased to 10*s.* per subject.

(*b.*) Any scholar who has previously passed in Standard VI. may be presented for examination in *three* specific subjects.

(*c.*) No payment will be made under this Article if less than 65 per cent. of the passes attainable in the Standard Examination (III.–VI.) by the scholars presented for examination (Article 28) has been obtained, or if no grant has been obtained under Article 19 B. 1. (*a.*).

(*d.*) No grant may be claimed under this Article on account of any scholar who has been examined, in the same subject, within the preceding year, by the Department of Science and Art.†

(*e.*) A scholar may not be examined a second time in the same stage of a specific subject, unless presented under Article 29 (*b*); nor, after being examined in a subject, may the scholar change it for another, before completing the first, except under special circumstances, and when the consent of the Department has been obtained.

(*f.*) Every girl presented under this Article must, unless she has attended the cookery class in conformity with the following Article, take both branches of domestic economy (Schedule IV., column 14); but a grant of 2*s.* will be made for a pass in either branch.

21*. Where the inspector reports that special and appropriate provision is made for the practical teaching of cookery by a teacher who holds a certificate from a training school of cookery recognised by the Department, or whose competency is otherwise proved to the satisfaction of the Department, a grant of 4*s.* may be made on account of any girl presented for examination in the fourth or any higher standard, or who has previously passed in Standard VI., who has attended not less than 40 hours during the school year at a cookery class, and has spent not less than 20 of those hours in cooking with

* *See* Minute of 16th December 1878 (Appendix No. 2).

† *See* Directory of Science and Art Department (1886), p. 35, regulation 19. "No pupil in an elementary school, receiving aid from the Scotch Education "Department, may be presented for examination by the Science and Art Department "in any subject of science who has not passed Standard VI. of the Scotch Code: "* * * * A pupil who has been examined within the preceding six months "in the same subject by Her Majesty's Inspectors cannot be presented for exami-"nation."

Digitized by Google

her own hands in a class in which not more than 24 scholars are taught at the same time by one teacher, or 15 hours in a class of not more than 12 scholars. If a girl attending this class takes domestic economy, she will not be allowed to take any other (Article 21 (*a.*)) or more than one other (Article 21 (*b.*)) specific subject.

Grants to Evening Schools (*Articles* 106–112).

22. The managers of an evening school may claim (Articles 108 and 109),—

(*a.*) A grant per scholar, according to the average number in attendance throughout the year (Article 26), amounting to 4*s.* if the school has met not less than 45 times in the evening in the course of a year as defined by Article 107, or 6*s.* if the school has met not less than 60 times in the course of the year so defined.

(*b.*) A grant on the inspector's report of the examination of individual scholars in any of the standard, class, or specific subjects amounting to 2*s.* for each scholar passing in each subject.

(i.) No scholar may be presented for examination who has not made at least 24 attendances, since the last examination.

(ii.) No scholar may be presented for examination in a standard lower than the third.

(iii.) No scholar may be presented for examination in more than two class or specific subjects, nor in any subject for the teaching of which provision is not made in the time table of the school.

No grant for cookery can be claimed for any girl who has not attended a cookery class for not less than 20 hours, and has not spent at least 15 of those hours in cooking with her own hands in a class in which not more than 12 scholars are taught at the same time by one teacher.

(iv.) No scholar may be presented for examination in any subject in which he has been examined within a year by the Department of Science and Art.

(v.) Every scholar should be presented in a standard or stage of a class or specific subject higher than any in which he has before been presented, whether in his present or in any former school. All exceptions should be specially notified and explained in writing to the inspector, who may recommend a reduction of the grant if he considers such exceptions to be unwarranted.

Calculation of Attendance.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours,* if above, or one hour and a half† if under, seven years of age; nor attendance at an evening meeting for any scholar who has been under similar instruction less than one hour.

(*a.*) Between the 1st of November and 1st of March, two attendances may be registered for any scholar who has been under secular instruction for four hours, in the morning and afternoon taken together, of any day on which the school is open for five hours.

* This may include an interval of 15 minutes for recreation during a meeting of 3 hours, or 5 to 10 minutes in a shorter meeting.

† Not including any time allowed for recreation.

Digitized by Google

24. Attendance of boys at military drill, under a competent instructor, or of girls at lessons in practical cookery, approved by the inspector, may, in a day school, be counted as school attendance for not more than 40 hours in the year, and (*in the case of drill*) two hours a week.

25. Attendances may not be reckoned for any scholar in a day school under 3 or above 18, or, in an evening school, under 12 or above 21, years of age.

26. The average number in attendance for any period is found by adding together the attendances of all the scholars for that same period, and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance.

27. In calculating the average number in attendance, the attendances of half-time scholars reckon for no more than those of other scholars.

Standards of Examination.

28.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.*	Easy book, not confined to words of one syllable.	Reading, easy narrative.	Improved reading of plain narrative.	Reading with expression a passage from a history or other book in use in the school.	Reading with expression a short passage of prose or of poetry.	Reading with improved expression.
Writing.	A line from the same book, copied in large or half text, on slates or in copy books, at option of managers.	(*a*) A short sentence, of not more than three lines, from the same book, slowly read out once, and then dictated word by word. (*b*) Writing large or half-text: copy-books to be submitted.	(*a*) Five lines from the same book, slowly read out once, and then dictated by a few words at a time. (*b*) Fair small-hand, with capital letters, and figures, to be shown in copy-books.	(*a*) Eight lines slowly read out once, and then dictated from the same book. (*b*) Improved small-hand, to be shown in copy-books.	Writing from memory the substance of a short story or narrative read out twice by the Inspector; spelling, grammar, and hand-writing to be considered. *N.B.*—An exercise in dictation may, at the discretion of the Inspector, be given in place of either of the above.	A short letter on a subject to be prescribed by the Inspector. The form of composition, spelling, grammar and hand-writing to be considered.
Arithmetic.†	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given.	Notation and numeration up to 10,000. Simple addition and subtraction of numbers of not more than ten figures. In addition, not more than eight lines to be given, with not more than four figures in each line. Multiplication by single figures up to 6.	Notation and numeration up to 1,000,000. Four simple rules. Addition and subtraction of money.	Compound rules and reduction (money, common weights and measures).‡	Simple practice, bills of parcels, and simple proportion; easy sums in the four elementary rules of vulgar fractions.	Compound proportion, vulgar and decimal fractions, and simple interest.

* Reading with intelligence will be required in all the standards and increased fluency and expression in the successive years. It will be tested in the ordinary class books, if approved by the Inspector; but these books must be of reasonable length and difficulty, and unmarked. If they are not so, books brought by the Inspector will be used. Standards i., ii., and iii. must have, at least, two sets of reading books, and, unless a manual of history or geography, of sufficient length to serve as a reading book, is used, a similar variety is necessary in the upper standards.

† The work of girls will be judged more leniently than that of boys; and the Inspector may examine scholars in the work of any standard lower than that in which they are presented, or in Mental Arithmetic, suitable to their respective standards.

‡ The tables to be learned include those weights and measures only which are in ordinary use, viz.:—

Weight.—The ton, hundredweight, quarter, stone, pound, ounce, and drachm.
Length.—The mile, furlong, chain, rod or pole, yard, foot, and inch.
Area.—The square mile, acre, rood, pole or perch, the square yard, foot, and inch.
Capacity.—Quarter, bushel, peck, gallon, quart, and pint.
Time.—Year, month, week, day, hour, minute, and second.
The questions set will be such as need not involve the use of fractions.

29. Scholars (Article 19 B. 1 (*c*)) may not be presented a second time for examination—

(*a*.) under a lower Standard; *or*,

(*b*.) under the same Standard, unless they fail to pass in more than one subject in that Standard (Article 19 B. 2).

Digitized by Google

30. } *Suspended Articles.*
31. }

Reduction of Grant.

32. The amount which may be claimed by the managers (Articles 19 to 22) may be reduced,—

(*a.*) If it exceeds 17*s.* 6*d.* per scholar in average attendance during the year (Article 13), by its excess above the income* of the school from all sources whatever, other than the grant; *provided that* this reduction does not bring the grant below 17*s.* 6*d.* per scholar.

Exception.

In any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, "where "a School rate of not less than 3*d.* in the pound, on the "rateable value of the parish has been levied," (Education Act, 1872, sec. 67.) this Article will not be enforced.

(*b.*) By not less than one-tenth nor more than one-half in the whole upon the inspector's report, for faults of instruction, discipline, or registration, for overcrowding of class-rooms, or for untidy state of rooms or offices, or (after six months' notice) for failure on the part of the managers to remedy any defect in the premises which seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the inspector at a visit without notice (Article 12), not less than six months after intimation has been given of the requirements of the Department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.

(*c.*)—1. If a staff of pupil-teachers (Article 70) is not provided, at the rate of one for every 40 (or fraction of 40) scholars over three years of age in average attendance, after the first 60,—

A deduction, at the rate of 1*l.* for the year, will be made on account of each of the first 20 scholars out of every 40 for whom a pupil-teacher is required but not provided.†

2. A certificated (Article 43) assistant teacher, is sufficient for a further average attendance of 80 scholars; an assistant teacher fulfilling the conditions of Article 79 (*a*) or (*b*), for 60 scholars; and an assistant teacher fulfilling the conditions of Article 79 (*c.*), for 50 scholars.‡

3. In mixed, girls', and infant schools a woman (not less than 18 years of age) if employed throughout the day in the general instruction of the scholars, and in teaching needlework, is, if approved by the inspector, accepted as equivalent to a pupil-teacher.

---

* *See* Elementary Education Act, 1876, sections 19 (1) and 53. This may include part of the salary of an organizing teacher, or of a teacher of Gaelic, drill, cooking, or any other special subject, employed by the managers of several schools; but not expenditure on Sunday schools or on such items as school treats, clothing, money prizes, interest on, or repayment of, loans, or any outlay on the premises beyond the cost of ordinary repairs, or any outlay for other purposes not recognised by the Department as educational.

† According to this rule,—

(1.) No pupil-teacher is required for the first 60 scholars.

(2.) One pupil-teacher is required for any number of scholars between 61 and 100, inclusive.

(3.) Two pupil-teachers are required for 101 to 140 scholars, and so on.

‡ This subsection will apply to schools inspected after 31 March 1888; until then the corresponding subsection of the Code of 1886 will be in operation.

Digitized by Google

(*d.*) By one twelfth for each month of interval between the employment of two certificated teachers (Article 17 (*d*)). This reduction is not made if the interval does not exceed *three* months, during which the school has been in charge of an uncertificated teacher.

33. If the excess of scholars has arisen from increased attendance since the last settlement of the school staff (Article 39), the amount claimed by the managers is not reduced under Article 32 (*c*).

School Diary or Log-Book.

34. In every school receiving annual grants, the managers must provide out of the school funds, besides the Code for the year, and registers of attendance (Article 17 (*g.*)),—

(*a.*) A diary or log-book.

(*b.*) A portfolio to contain official letters, which should be numbered in the order of their receipt.

35. The diary or log-book must be stoutly bound and contain not less than 300 ruled pages.

36. The principal teacher must make at least once a week in the log-book an entry which will specify ordinary progress, visits of managers, and other facts concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c., which may require to be referred to at a future time, or may otherwise deserve to be recorded.

37. No reflections or opinions of a general character are to be entered in the log-book.

38. No entry once made in the log-book may be removed or altered otherwise than by a subsequent entry.

39. The summary of the inspector's report, after his annual visit, or any visit made without notice, and any remarks made upon it by the Department, when communicated to the managers, must be immediately copied *verbatim* into the log-book, with the names and standing (*certificated teacher of the ——class*, or *pupil-teacher of the ——year*, or *assistant teacher*) of all teachers to be continued on, or added to, or withdrawn from the school staff according to the decision of the Department upon the inspector's report. The correspondent of the managers must sign this entry, which settles the school staff for the year.

40. The inspector will call for the log-book and portfolio at every visit and will report whether they appear to have been properly kept. He will specially refer to the entry made pursuant to Article 39, and he will require to see entries accounting for any subsequent change in the school staff. He will also note in the log-book every visit paid without notice (Article 12), making an entry of such particulars as require the attention of the managers.

Section II.

Teachers referred to in the preceding Section.

41. The recognised classes of teachers are,—(*a.*) Certificated teachers. (*b.*) Pupil-teachers. (*c.*) Assistant teachers.

42. Lay persons alone can be recognised as teachers; but this condition will not apply to any person to whom a certificate is granted under Article 66.

Digitized by Google

Certificated Teachers.

43. Teachers in order to obtain certificates, must be examined (Article 44), and must undergo probation by actual service in school (Article 51).

Examination for Certificates.

44. Examinations are held in December of each year at the several training colleges under inspection (Article 100), and at such other centres as may be necessary.

45. A syllabus of the subjects of examination for male and female candidates respectively may be had on application to the Department (Article 14).

46. The names of candidates who desire to be examined must be notified to the Department (Article 14) before the first day of October preceding the examination.

47.* The examination for certificates is open to,—

(*a.*) Students who have resided for at least one year in training colleges under inspection ; *or*,

(*b.*) Candidates who are upwards of 21 years of age, and have either—

1. been employed for not less than two years as provisionally certificated teachers (Article 60) ; *or*,
2. served as assistant teachers (Article 79), for at least 12 months, in aided day schools under certificated teachers, and obtained a favourable report from an inspector on their skill in teaching and reading. Application for this report is to be made to the inspector at his annual visit next before the examination.

(*c.*) Graduates in Arts or Science of any University of the United Kingdom, who, after a course of training,† for not less than *three* months, in an aided day school, approved by an inspector, satisfy such inspector of their practical skill as teachers.

Candidates, under sections (*a.*) and (*b.*), who at the time of the examination are not teachers of schools to which annual grants are or may be made, must be recommended by the authorities of their college, or by the managers of the school in which they last served.

48. Teachers attending the examination may at their option take the papers of the first or second year's students (Article 102).

(*a.*) Graduates (Article 47 (*c*)) are not required to take any papers save those on School Management, which will include questions to test their knowledge of elementary subjects ‡ and the methods of teaching them.

49. A list is published showing the successful candidates, arranged in four divisions in the first year, and three divisions in the second year.

50. The relative proficiency of the candidates according to examination, and the nature of the professional training (Article 47) which they have received, are recorded upon their certificates.

---

* This Article (read with Article 79) shows how persons who have not been pupil-teachers may qualify themselves for employment as teachers of public or State-aided schools.

† This course may be taken (1) after graduation ; (2) in the interval between two University sessions ; or (3) during one of these sessions, in which case the student must attend the school selected for the purpose, for at least eight hours a week, for 12 weeks.

‡ See Article 28, and First Schedule (Columns 4–7).

Digitized by Google

Probation.

51. Candidates for certificates, after successfully passing their examination, must, as teachers continuously engaged in the same schools, obtain two favourable reports from an inspector, with an interval of one year (Article 13) between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required. If the second (or third) report is favourable a certificate is issued.

52. Teachers under probation satisfy the conditions which require that schools be kept by certificated teachers.

Certificates.

53. Certificates are of four classes. No certificate is originally issued above the second class. The fourth (lowest) class includes special certificates for teachers of infants and of small schools.

Certificates of the First and Second Class.

54. Candidates who are placed by examination in the first division of the second year (Article 49), and graduates examined under Article 47 (*c*), receive certificates of the second class, which can be raised to the first class by good service only.

(*a.*) Certificates remain in force for 10 years from the date of their issue, after which interval they are open to revision according to the intermediate reports.

Certificates of the Third Class.

55. Candidates who are placed by examination in the second or third division of the second year, or in one of the first three divisions of the first year (Article 49), receive certificates of the third class, which can be raised by good service only.

Certificates of the Fourth Class.

56. Candidates who are placed by examination in the fourth division (Article 49) receive certificates of the fourth class.

57. Certificates of the fourth class do not entitle the teachers to have the charge of pupil-teachers.

58. Certificates of the fourth class can be raised only by examination.

59. *Lapsed Article.*

60. Pupil-teachers who have completed their engagement with credit, and who have passed satisfactorily either the examination for the close of their engagement (Schedule I.) or (Article 94) that referred to in Article 91, may, if specially recommended by the inspector,* on the ground of their practical skill as teachers, be provisionally certificated in the fourth class for immediate service in charge of schools which have an annual average attendance of not more than 60† scholars.

---

* The managers are informed (Article 39) at the close of a pupil-teacher's engagement, whether the pupil-teacher can be provisionally certificated under this Article.

† If this number is exceeded, no grant is paid, unless the excess of scholars has arisen from an increased attendance of children since the last settlement of the school staff (Article 39).

Digitized by Google

61. After their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (Article 43) or are *ipso facto* cancelled.

(*a.*) The provisional certificate is confined to an entry of the pupil-teacher's name in a register kept by the Department, and does not involve the issue of any certificate to the pupil-teacher.

62. The managers of several schools may combine to employ an organizing teacher to superintend the certificated teachers of these schools (*see footnote to Article* 32 (*a*)).

Future Rating of existing Certificates.

63. Existing certificates of the first or second class are rated as of the first or second class.

(*a.*) Existing certificates of the third class, and infant school certificates of the first class, are rated as of the third class.

(*b.*) Existing infant school certificates of the second class are rated as of the fourth class.

64. Certificates of the second or third class will be open to revision at the end of 10 years from the date of their issue, or of their last revision.

65. The class of any certificate not yet issued will be fixed by Articles 54, 55, and 56.

Certificates for acting Teachers of Public Schools. (*Education Act,* 1872, *Sec.* 56.)

66. A certificate will be granted on the following conditions, to every person not already certificated, who at the date (*6th August* 1872) of the passing of the Scotch Education Act, was—

The *principal* teacher of a public school, as defined by that Act; or

Teacher in a burgh school and a member of the council of a Scotch University (Education Act, s. 56.):—

(1.) Such persons being graduates, or members of council, of a Scotch University, will, if they are above 30 years of age, and have been employed as teachers for 10 years, receive certificates of the *first* class.

(2.) If, being graduates, or members of council, they are under 30 years of age, or have served as teachers for less than 10 years, they will receive certificates of the *second* class, which will be subject to Article 54.

(3.) In all other cases the certificates will be of the *third* class (Article 55) for *male*, and of the *fourth* class (Article 56) for *female* teachers, and will be subject to Articles 57 and 58.

(4.) The certificates will be issued on a favourable report from an inspector, on any public school, to which grants are or may be made, under the charge of such teacher.

Reports of Managers and Inspector.

67. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

68. The inspector reports of each school visited by him whether it is efficient in organization, discipline, and instruction.

69. A certificate may, at any time, be recalled, suspended, or reduced if the certificate or report under Articles 67 and 68 is not satisfactory; but not until the Department has informed the teacher of the charges against him, and given him an opportunity of explanation.

Digitized by Google

Pupil-teachers.

70. Pupil-teachers are boys or girls employed to serve in a day* school on the following conditions, namely :—

(*a.*) *That the school* is reported by the inspector to be—

1. Under a duly certificated teacher (Articles 43 and 57).
2. Held in suitable premises (Article 17 (*c*)).
3. Well furnished and well supplied with books and apparatus.
4. Properly organized and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b.*) *That the pupil-teachers* be not less than 14 years (completed) of age at the date of their engagement.

(*c.*) Be of the same sex as the certificated teacher under whom they serve; but in a mixed school female pupil-teachers may serve under a master, and may receive instruction from him out of school hours (Schedule II. 5), on condition that some respectable woman, approved by the managers, be invariably present during the whole time that such instruction is being given.

(*d.*) Be presented to the inspector for examination at the time and place fixed by his notice (Article 11).

(*e.*) Pass the examinations and produce the certificates specified in Schedule I.†

(*f.*) *That the managers* enter into an agreement in the terms of the memorandum in the Second Schedule to this Code. A copy of this memorandum is sent to the managers for every candidate approved by the Department, and unless duly completed does not satisfy Article 32 (*c*).

(*g.*) That not more than *two* pupil-teachers are engaged in the school for every certificated teacher serving in it.

(*h.*) When the average attendance exceeds 180, a second adult certificated or assistant (Article 79) teacher will be required.

(*i.*) Two *stipendiary monitors* will be allowed—

1. In place of a *third* pupil-teacher required by Article 32 (*c*); or
2. If less than three pupil-teachers are required by Article 32 (*c*), to fill, for two years, the place of *one* of them.

(*k.*) *Stipendiary monitors* must—

1. Be not less than 12 years of age at the date of their appointment;
2. Be recommended by the Inspector, at his annual visit, (Article 11), after then passing the examination in reading, writing, and arithmetic for Standard IV., V., or VI.;
3. Pass the examination for the next higher Standard, or (if admitted after passing Standard VI.) in the Standards generally, and in one or more class or specific subjects (Article 21) at the end of their first year;
4. Be paid a stipend fixed by the managers;

---

* Pupil-teachers may not be employed in an evening school.

† A pupil-teacher whose success (Article 94) at the examination for admission to a training college is announced before the date of the examination for the close of the last year of his (or her) engagement, need not attend the latter examination for the purposes of Article 19 E, 60, or 79.

Digitized by Google

5. Assist for not more than three hours each day in the school, receiving during the rest of the school hours special instruction either by themselves or in one of the higher classes of the school.

71. The Department is not a party to the engagement, and confines itself to ascertaining, on the admission of the pupil-teacher and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b.*) Whether the prescribed certificates are produced from the managers and teachers.

72. Whatever other questions arise upon the engagement may be referred to the Department (provided that all the parties agree in writing to be bound by the decision of the Department as final), but, otherwise, must be settled as in any other hiring or contract.

73. Vacancies in the office of pupil-teacher, or stipendiary monitor, which occur in the course of any year (Article 13) must not be filled up until after the next examination by the inspector.

74. The candidate or candidates for such vacancies must be engaged in the meantime by the week only as *temporary monitors*, and the memorandum of agreement (Article 70(*f*)) will not be issued by the Department to the managers until the inspector's report has been examined.

75. *Temporary monitors* engaged by the week, pursuant to Article 74, for the supply of vacant pupil-teacherships during a current year (Article 13), satisfy Article 32 (*c*), provided—

(*a.*) That a sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the next examination for admission (Article 77) to permanent engagements; and

(*b.*) That the vacancies are duly reported to the Department (Article 17 (*e*)), and have been occasioned by causes which are accepted by the Department as satisfactory.

76. Except in the cases provided for by Article 75, each vacancy in a pupil-teachership during a current year (Article 13) works a forfeiture under Article 32 (*c*).

77. The qualifications and certificates required of candidates for admission, and of pupil-teachers in each year of their service, are regulated by the First Schedule annexed to this Code.

Pupil-teachers who have successfully completed their engagement.

78. At the close of their engagement* pupil-teachers are perfectly free in the choice of employment. If they wish to continue in the work of education, they may become assistants in schools (Article 79), or may be examined for admission into a training college (Article 91), or may be provisionally certificated for immediate service in charge of small schools (Article 60).

Assistant Teachers.

79. (*a.*) Pupil-teachers who have completed their engagement with credit, (having passed satisfactorily either of the examinations

* Pupil-teachers who leave their school before the completion of the full term of their engagement, as specified in the Memorandum of Agreement (Article 70 (*f*)), will not be recognised under Article 60 or 79.

Digitized by Google

referred to in Article 60) and candidates, not having been pupil-teachers (Article 93 (*c*)), who have passed in the first or second class in the examination referred to in Article 91 ;

(*b*.) Graduates of any university in the United Kingdom, and women over 18 years of age who have passed university examinations recognised by the Department ;*

(*c*.) Candidates not having been pupil-teachers, who have passed in the third class in the examination referred to in Article 91 ;

may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined.

80. Such assistants cease to fulfil the conditions of Article 32 (*c*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher, of their school, the same certificates of conduct, attention to duty, and obedience, as are required from pupil-teachers.

81. A vacancy caused by the withdrawal of an assistant in the course of any school year (Article 13) may be supplied by the appointment of temporary monitors, pursuant to Articles 74, 75, or of another assistant, qualified according to Article 79.

82. Assistants make their own terms with the managers, both as to hours and wages.

(*a*.) Assistants are counted as part of the school staff (Article 39) from the date at which their appointments are notified to, and approved by, the Department.

Part II.

TRAINING COLLEGES.

Section I.

83. A training college includes—

(*a*.) A college for instructing candidates for the office of teacher ;

(*b*.) A practising school, in which such students may learn the exercise of their profession ; and

(*c*.) In some cases, a hall in which the students are boarded and lodged.

84. No grant is made to a training college unless the Department is satisfied with the premises, management, and staff.

---

* The examinations recognised at the present time are :—
The Oxford Local Examination for Senior Students.
The Oxford University Examination for Women.
The Cambridge Local Examination for Senior Students.
The Cambridge Higher Local Examination.
The University of London Matriculation Examination.
The Durham Examination for Senior Candidates not Members of the University.
The Dublin Senior Examination for Women.
The Edinburgh Local Examination for Senior Certificate.
The Glasgow Local Examination for Senior Certificate.
The Aberdeen Local Examination for Honours Certificate.
The St. Andrew's Local Examination for Senior Certificate.
The St. Andrew's LL.A. Examination for Women.

Digitized by Google

Section II.

Grants to Training Colleges.

85. Annual grants are made to practising schools (Article 83 (*b.*)) on the same conditions as to other schools.

86. Grants are placed to the credit of each college of 100*l.* for every master, and of 70*l.* for every mistress, who, having been trained in such college as a Queen's scholar (Article 96) during two years—

(*a.*) completes the prescribed period of probation (Article 51), and becomes qualified to receive a certificate as a teacher in a school to which annual grants may be made, or in a training college;

(*b.*) is reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial and Day Industrial Schools, or Certified Reformatories.

87. Teachers who have been trained for one year only may obtain certificates after probation (Article 51), or may be reported by the proper department, upon the same terms as others; and grants, of half the amounts specified in Article 86, may be placed to the credit of the colleges in which they were trained, provided—

(*a.*) they completed their training before 1st January 1864; *or*

(*b.*)* are teachers of infants, having—

1, received a complete and special course of training for that service in their colleges, which must have been previously recognised by the Department as providing such a course; and

2, undergone their probation in infant schools.

88. The annual grant to each college is paid out of the sums standing to its credit (Articles 86, 87) at the beginning of the year, after the adjustment under Article 90 (*c*).

Exception:—

This Article is not applied to a college for the first five years during which grants are made to it.

89. The grant must not exceed—

(*a.*) 75 per cent. of the actual expenditure of the college for the year, approved by the Department and certified in such manner as the Department may require, *plus* 75 per cent. of such a sum as, when added to the bursaries paid to the Queen's scholars by the managers of the college, will make up the sum of 23*l.* for each non-resident male, and 17*l.* for each non-resident female, Queen's scholar.

(*b.*) 50*l.* for each male, and 35*l.* for each female, Queen's scholar (Article 96), attending for continuous training throughout the year for which it is being paid.

90. The annual grant to each college is paid as follows:—

(*a.*) An instalment of 12*l.* (males), or 8*l.* (females) is paid on 1st March, 1st June, and 1st September, in respect of every Queen's scholar (Article 96) attending for continuous training throughout the year.

---

* This Article is cancelled in respect of teachers trained after the year 1878.

Digitized by Google

(*b.*) Part of the instalment of the 1st of September may be suspended, if payment of the full amount then due would cause the limit under Article 89 (*a*) to be exceeded.

(*c.*) The balance is adjusted as soon as the college accounts for the year have been closed, audited, and approved by the Department.

SECTION III.

ADMISSION INTO TRAINING COLLEGES.

91. An examination of candidates for admission is annually held at each college in summer, commencing at 10 a.m. on the first Wednesday after the 2nd of July (*7th July* 1886).

92. The examination extends to the subjects required in the course of a pupil-teacher's engagement (Schedule I.).

93. The candidates are selected, and admitted to the examination, by the authorities of each college on their own responsibility, subject to no other conditions, on the part of the Department, than that the candidates—

(*a.*) intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Article 86 (*a*) or (*b*).

(*b.*) if pupil-teachers, have successfully completed their engagement, or will do so before the next following examination, under Article 91.

(*c.*) not having been pupil-teachers, will be more than 18 years of age on the 1st of January next following the date of the examination. This article will apply to pupil-teachers whose engagement may have been determined under section 6 of the memorandum of agreement (Article 70 (*f*)), without discredit to themselves, and for reasons approved by the Department.

94. The successful candidates are arranged in *three* classes in order of merit.

(*a.*) A place in the *third* class qualifies for employment as an assistant teacher (Article 79); but not for admission to a training college, or for a provisional certificate (Article 60).

95. The authorities of each college may propose to the Department for admission any candidate declared to be admissible pursuant to Article 94 (*a*).

96. Such candidates when admitted are termed *Queen's scholars*.

97. Before candidates are admitted—

(*a.*) The medical officer of the college must certify the state of their health to be satisfactory, and that they are free from serious bodily defect, or deformity; and,

(*b.*) They must sign a declaration signifying their intention conformably to Article 93 (*a*).

98. The authorities of each college settle their own terms of admission.

99. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the Department will refuse to grant teachers' certificates (Article 53) to such candidates, or to admit them to probation for certificates (Article 51).

Digitized by Google

Section IV.

Examination of Students in Training Colleges.

100. An examination of the students is held in December at the several colleges. This examination will commence in 1887, on Monday the 12th of December, at 3 p.m.

101. No student may be presented for examination except such as, at the date of their admission, satisfied Article 93, and have been under instruction throughout the whole year. No such student may be left out.

102. The students have a different examination according as they re males or females, or are at the end of a first or second year of aining.

(*a.*) Queen's scholars (Article 96) may, with the consent of the authorities of their training college, attend during the *winter session* of each year of their instruction in such college, one or more of the classes in a Scotch University, approved by the Department. If they attend any of these classes the authorities of the training college may, during the university session, dispense with their attendance at college, each day, for such time as they may deem necessary.

(*b.*) The examination for certificates, in the subjects taught in these classes, will be conducted by a board of examiners composed of professors in the Scotch Universities and Her Majesty's Inspectors of schools.

(*c.*) Those candidates who at the examination (Article 91) for admission are placed in the first class, and pass with credit in certain subjects (Latin, Greek, Mathematics, and School Management) will be specially indicated in the class list (Article 94); and the university fees (*a*) of such of them as become Queen's scholars may be treated as part of the college expenditure under Article 89.

103. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (Article 51) in schools for infants, receive special mention thereof (*stamp*) on their certificates.

104. Students who pass successfully through two years of training receive special mention thereof (*stamp*) on their certificates.

105. Students of the first year who fall into the fourth division (Article 49) are required to take up the first year's subjects again at the end of their second year.

Part III.

SPECIAL PROVISIONS.

Evening Scholars.

106. The managers of any school to which annual inspection has already been promised (Article 11) may apply in writing, before the 1st of January, to *the Inspector of the district* for an examination of their evening scholars (Article 22). This application must be renewed annually (before the same date) to the Inspector, *and not to the Department.*

Digitized by Google

107. Only one examination is held per annum of evening scholars in the same school, and it may be held on any day, between the 1st of January and 30th of April, that may be arranged with the Inspector, provided that the school has met the required number of times (Article 22) since the date of the last examination.

108. *If the evening school is connected with a day school, in receipt of annual grants, and the accounts of the two schools are kept as one account*, the grant for the examination of the evening scholars is paid as part of the next annual grant to the whole school (Article 13).

109. *If the evening school is not connected with a day school, in receipt of annual grants, or being so connected has a distinct and separate account*, the grant is paid as soon as possible after the 30th of April; at which date, in such cases, the evening school year is considered to end.

110. The Inspector may make arrangements for the examination, at some convenient centre, of the evening scholars of several schools.

111. A separate examination will not be held for any school, unless 20 scholars are to be presented to the Inspector. If less than 20 scholars are to be presented, they can be examined only at a collective examination (Article 110), or at the same time with the day scholars. The number to be presented must be stated in the managers' annual application (Article 106) to the Inspector.

112. The Inspector may either hold the examination himself, or entrust it to an assistant approved by the Department.

Certificates of Proficiency under any Labour Act and of ability to read and write and of a knowledge of elementary arithmetic under the Education Acts, 1872 *to* 1883.

113. Such certificates will be granted after an examination held by one of Her Majesty's Inspectors of schools, or his assistant. No separate examination of individual children will be held for the purpose.

(*a.*) The Inspector, after his yearly visit (Article 11) to a school, will grant such certificates as may be required for children who have reached the standards prescribed by, or pursuant to* the provisions of, the Education (Scotland) Acts, 1872 to 1883, the Factory and Workshop Act, 1878, or any other Act regulating the education of children employed in labour.

(*b.*) Certificates will be issued for those scholars only who pass in all the three subjects in the prescribed standard, or in a higher standard.

114. For the purpose of these certificates the Inspector or his assistant will examine—

1. Any scholars in the school:
2. Other children, not being scholars in the school, allowed by the managers to attend the examination.

115. When the candidates for such certificates in a district, not being scholars in a public or other State-aided school, are more than 15 in number, application for a *special examination* may be made by the school board, subject to the following regulations:—

(*a.*) The application shall be sent *to the Inspector for the district* not less than 20 days before the date at which it is desired that the examination should be held.

---

* See Minute of 16th December 1878 (Appendix No. 2).

Digitized by Google

(*b.*) The school board must specify the number of children to be presented for examination, and must undertake—

That all children within their district for whom certificates are needed will be allowed to attend the examination; and

That a convenient room will be provided for the examination on such day, and at such hour, as shall be fixed by the inspector.

116. The special examination may also be attended by any child above 10 years of age who, having failed to pass, at the examination of its school, in one or more of the three subjects in either of the standards (3rd and 5th) * prescribed for partial or full time employment, wishes to be examined again for the purpose of obtaining a certificate.

(*a.*) A child cannot be examined a second time until three months have elapsed since the date of the examination at which it failed, and must on each occasion be examined in all the three subjects of the standard in which it is presented.

117. The inspector will not grant certificates to individual children. He will forward to the managers of each school at which he has held an examination, and to the school board in the case of each *special examination*, a schedule showing the results of the examination of each child, and deputing the teacher of the school, or an officer of the school board, to grant certificates to such children as have passed successfully.

CHAPTER II.

PENSIONS.

118. A limited number of pensions will be granted to teachers who were employed in that capacity at the date (9 May 1862) when the minutes† relating to pensions were cancelled :—

(1.) The proposed pensioner must—

(*a.*) Be a certificated teacher in a public, or State-aided school, or training college, at the time when the pension is applied for.

(*b.*) Have become incapable, from age or infirmity, of continuing to teach a school efficiently.

(*c.*) Have, as a rule, been employed continuously since the 9th of May 1862, as principal or assistant teacher in elementary schools, or in training colleges.

(*d.*) Be recommended by Her Majesty's Inspector, and the managers of the schools served in.

(*e.*) Be 60 years of age (if a man), or 55 (if a woman), unless the pension is applied for on the ground of failure of health.

(2.) Pensions will be granted to those teachers only who have been, during the seven years preceding the application on their behalf, employed in schools or colleges under inspection, and are deserving of such assistance.

(3.) Applications for a pension will be received only from the managers of the school, or training college, in which the teacher is serving at the date of retirement.

(4.) These applications will be collected for decision, on their comparative merits, twice a year, about Lady Day and Michaelmas.

---

* See Minute of 16th December 1878 (Appendix No. 2).

† Minutes of 25th August and 21st December 1846, and 6th August 1851.

Digitized by Google

(5.) The maximum number and value of pensions receivable at one time, in Scotland, will be as follows:—

		£
38	3 pensions of 30*l.* each	90
	14 pensions of 25*l.* each	350
	21 pensions of 20*l.* each	420
		860
	Donations and special gratuities (each year)	60
		£920

But this limit of the number of pensions shall not affect the claims of teachers who were employed before August 1851.*

(6.) The pension will be paid half-yearly, on certificates proving identity and good behaviour.

CHAPTER III.

REVISION OF CODE.

119. The Department, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the Table of both Houses for at least one calendar month.

120. The Code shall be printed each year, in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

121. The schedules and notes annexed to the Code shall have the same effect as the Articles of the Code, and shall be subject to the provisions of Articles 119 and 120.

(Signed) CRANBROOK,
Lord President of the Council.

ARTHUR JAMES BALFOUR,
Vice-President of the Committee of Council on Education in Scotland.

HENRY CRAIK,
Secretary.

Scotch Education Department,
24th February 1887.

* Minute of 16th June 1884.

Digitized by Google

Digitized by Google

SCHEDULES.

I.—QUALIFICATIONS and CERTIFICATES of PUPIL-TEACHERS at ADMISSION and during their ENGAGEMENT.

II.—FORM of MEMORANDUM of AGREEMENT.

III.—NEEDLEWORK.

IV.—TABLE of SPECIFIC SUBJECTS of SECULAR INSTRUCTION.

V.—CLASS SUBJECTS.

Digitized by Google

FIRST SCHEDULE - - - -

QUALIFICATIONS AND CERTIFICATES OF PUPIL-TEACHER

—	1. Health.*	2. Character and Conduct.	3. Reading and Repetition.	4. English Grammar and Composition.	5. Arithmetic and Mathematics.	
					Boys.	Girls.
For Admission.	Certificate from medical practitioner in a form prescribed by the Department.	A certificate from managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	Candidates must pass an examination in the three elementary subjects as scribed for Standard VI. (Article 28), and in two class or specific subjects, of which must be English.			
End of 1st Year.	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress.	To read with fluency and ease, and to repeat 50 lines of poetry with just expression and knowledge of the meaning.	To parse and analyse complex sentences, and to write from memory the substance of a passage of simple prose, read to them with ordinary quickness, or a short letter.	Vulgar and decimal fractions, with their applications.	Practice, tra men's and ho hold account Measures multiples, w addition subtraction vulgar fractio
End of 2nd Year.	Same as at end of first year, together with a certificate *from a medical practitioner, in a form prescribed by the Department.*	Same as above	To read as above; and to repeat 40 consecutive lines of prose with knowledge of meanings and allusions.	To parse and analyse sentences of greater difficulty, and to write a short essay on a subject selected by the inspector.	Proportion, with its applications to interest, averages, per-centages, and stocks. Euclid, Book I.	Vulgar fr tions, with th applications money, weigh and measures Reduction vulgar fracti to decimals.
End of 3rd Year.	Same as at end of first year.	Same as above	To read as above; and to repeat 100 lines of poetry with knowledge of meanings and allusions.	Recapitulation of the preceding exercises; the meaning in English of the Latin prepositions; and to write a letter, or to write from memory the substance of a longer passage than at the end of second year.	Arithmetic generally, including the extraction of the square root. Euclid, Book II. Mensuration of triangles and parallelograms. Algebra to simple equations (inclusive).‖	Decimals a simple prop tion.
End of 4th Year.	Same as at end of first year.	Same as above	To read as above; and to recite 100 lines of Shakespeare, Milton, or Scott with clearness and force, and knowledge of meanings and allusions.	Recapitulation of the preceding exercises; to know something of the sources and growth of the English language and literature; and to write an original composition on some simple subject selected by Her Majesty's Inspector.	Arithmetic, Euclid, Book III. Mensuration of plane surfaces. Algebra to quadratic equations (inclusive).¶	Application fractions a proportion interest, d count, per-ce ages, averag and stocks.

* Scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.

The above Schedule will not apply to any examination before 31st March 1888. Until that date the corresponding schedule of the Code of 1886 will apply.

Female pupil-teachers, before admission, must satisfy the inspector that they possess reasonable competency as sempstresses; and, at the annual examinations, must bring certified specimens of plain needlework. They will be expected, at the end of their second, third, and fourth years, to perform an exercise in needlework while the male pupil teachers are examined in languages. A paper of questions on domestic economy is given to the female candidates at the examination for admission to Training Colleges (Article 91).

A pupil-teacher employed in a school in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, in giving bilingual instruction to Gaelic-speaking children, shall, in addition to the other subjects of examination, be liable to examination by the Inspector in Gaelic reading, translation, and composition. Such a pupil-teacher may, at the examination for admission to training colleges, obtain marks in a paper to be set in Gaelic (grammar, translation, and composition).

† At the examination for admission to Training Colleges (Article 91) marks will be given to candidates who have been pupil-teachers for their practical skill in teaching.

‡ For detailed information respecting the means of instruction, and the places and times of examination, apply by letter to "The Secretary, Department of Science and Art, South Kensington, London, S.W."

Digitized by Google

- - - - FIRST SCHEDULE.

ADMISSION AND DURING THEIR ENGAGEMENT.

6. Geography.	7. History.	8. Teaching.†	9. Additional Subject.	10. Drawing.‡ *Optional.*	11. Music.§ *Where suitable Means of Instruction exist.*
			Voluntary. 1. A paper will be set at the examination for admission to training colleges (Articles 91, 92) in— 1. Latin. 2. Greek. 3. French. 4. German. 2. This paper will contain grammatical questions and easy passages for translation from and into English. 3. Marks will also be given to any candidate at that examination who, at one of the examinations held in May of each year by the Department of Science and Art,† has taken a first class in the elementary stage, or passed in the advanced stage of— 5. Mechanics. 6. Chemistry. 7. Animal Physiology. 8. Acoustics, Light, and Heat. 9. Magnetism and Electricity. 10. Physiography. 11. Botany. 12. Principles of Agriculture. 4. Male candidates may obtain marks at the admission examination (Article 91) for any *two*, and females for any one, of these 12 subjects.	1. Pupil-teachers who during their engagement successfully work papers in freehand, geometry, perspective, and model drawing are credited with marks in any future examination under Articles 44, 91, or 100. 2. The papers may be worked in any order. 3. Examinations are held— (1.) Annually at elementary schools in which drawing is taught. (2.) In *May*, at the Schools of Art and Art Classes connected with the Department of Science and Art. 4. Pupil-teachers engaged in schools at which drawing is taught by a qualified teacher should be examined at their own schools. Pupil-teachers engaged in schools at which no examination in drawing is held, and pupil-teachers attending Schools of Art or Art Classes may be examined in May. They cannot be examined *both* at their own schools and at the May examination, nor on the occasion of H.M.Inspector's visit to their school. 5. Pupil-teachers will not be examined in blackboard drawing during the term of their apprenticeship, but should prepare themselves for examination in that subject as students in Training Colleges or acting teachers.	[*Tonic Sol-fa requirements are printed in italics.*]
The British Islands. Australia and British North America. Physical geography of mountains and rivers. (Maps to be drawn in this and the following years.)	Outlines of British history, from Julius Cæsar to the Norman Conquest.	To conduct a class in reading or writing.			Notes; their shape and value. The treble and bass staves. The scale of C (Do), and the intervals found in it. The simple times. *The common scale, its structure and intervals. Pulses, continuations, and simple measures.*
Europe and British India. Latitude and longitude. Climate and productions of the British possessions.	From the Conquest to the accession of the Stuarts, with special reference to Scottish history.	To conduct a class in reading, writing, or mental arithmetic, and to answer simple questions on the mode of teaching those subjects.			All the major scales. Simple and compound times. *Mental effects. Four-pulse, six-pulse, and nine-pulse measures.*
Asia and Africa. Winds and ocean currents.	From the accession of the Stuarts to the present time.	To conduct a class in grammar or geography (in an infant school on form, colour, number, or some familiar object), to prepare notes of a lesson, and to answer questions as above.			Dotted notes, tied notes, rests. Terms of expression, pace, and style. *Divided pulses. Terms of expression, pace, and style.*
The world generally. The seasons, the sun, moon, and planetary system. The tides.	The same period in fuller detail.	To give a collective or class lesson on any subject taught in the school. To prepare notes of a lesson, and to answer questions as above.	*Compulsory.* 5. All male pupil-teachers must choose *one* of the four languages specified above, and will be examined at the end of their 1st, 2nd, and 3rd years, according to the course laid down in Schedule IV. for the 1st, 2nd, and 3rd years of study in that language.**		Various forms of the minor scale. Diatonic and chromatic intervals. *Various forms of the minor scale. Diatonic and chromatic intervals.* N.B.—Pupil-teachers are strongly recommended to acquire some practical skill in music.

§ At the examination for admission to Training Colleges (Article 91) additional marks will be given to candidates who pass the following examination in practical skill.

1. Sounding single notes, or passages of two or more notes, in a given scale, from dictation; *or*, naming such notes sounded by the examiner.
2. Sol-fa-ing, or reading without musical intonation, a unison passage of one or more measures, in time; *or*, giving the time, names of such measure, or measures, recited by the examiner.

N.B.—Pupil-teachers may be examined at the end of any year in subjects prescribed for preceding years in columns 4, 5, 6, 7, and 11 of this Schedule.

‖ Addition, subtraction, multiplication, division, greatest common measure, least common multiple, fractions, square root, and simple equations of one unknown quantity, with easy problems which lead to them.

¶ The same as for the previous year, and cube root, simultaneous equations of the first degree of two unknown quantities, and quadratic equations involving one unknown quantity, with easy problems leading to them.

** In the 4th year, more difficult composition and grammar; with greater conversational facility (in the modern languages) Virgil, Æneid, Book I., verses 1–304 (in Latin), Homer. Iliad, Book I. (in Greek).

Digitized by Google

SECOND SCHEDULE.

I.—Form of Memorandum of Agreement (Article 70 (*f.*))

(N.B.—For use in Public Schools under the Management of a School Board. A similar Form is supplied by the Department for use in other Schools.)

Memorandum of Agreement between the School Board of [1] _____ and [2] _____ herein-after called *the surety*, the [3] _____ of [4] _____ herein-after called *the pupil-teacher* and the said pupil-teacher.

The board, for themselves, and their successors, agree with the surety, h[5] _____ heirs and executors, and the pupil-teacher, as follows:—

1. The board agree to engage the pupil-teacher to serve under a certificated teacher during the usual school hours in keeping the [6] _____ public school of the board, or any other public school of the board to which the pupil-teacher may be transferred with the previous sanction of the Scotch Education Department, and teaching the scholars thereat, but so that the pupil-teacher shall not serve therein less than three or more than six hours upon any one day, nor more than 25 hours in any one week, Sunday being expressly excluded from this engagement.

2. This engagement shall be held to have commenced or begun, notwithstanding the date hereof, on the first day of [7] _____ 18____, and, subject to the proviso in paragraph 4, shall end on the last day of [8] _____ 18[9] ____, but if the pupil-teacher shall, with the consent of the other parties hereto, attend the examination for admission into Training Colleges (*or a Scotch University*) in July (*or October*) next preceding the last-mentioned date, this engagement may end on the 31st day of the month of December (*or of October*) next following such examination, provided the pupil-teacher then enters a Training College (*or University*).

3. The board will pay to the pupil-teacher as wages [10] _____ per [11] _____ in the first year, and this sum shall be increased by [10] _____ per [11] _____ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the board for the unexpired remainder of any year after receipt of notice from the Scotch Education Department that the pupil-teacher has failed to pass the examination or to fulfil the other conditions of a pupil-teacher, according to the standard of the preceding year as prescribed in the Articles of the Code of the said Department applicable to the case.

4. Provided always, that if the pupil-teacher fails to pass an examination for any year as specified in paragraph 3 of this agreement, this engagement shall, on the application of the Board, and with the consent of the said Department, end on the last day of _____ 188___.[12]

When this engagement is so extended, the course of study and the wages of the pupil-teacher in the remainder of the year succeeding that in respect of which the pupil-teacher failed shall be the same as in the last-mentioned year; and that year shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement.

5. The board will cause the pupil-teacher, while the school is not being held, to receive, without charge, from a certificated teacher, special instruction during at least five hours per week, of which hours not more than two shall be part of the same day. Such special instruction, and any instruction in secular subjects, given to the pupil-teacher during school hours, shall be in the subjects in which the pupil-teacher is to be examined, either during this engagement, or for admission to a training college pursuant to the said Articles.

[1] Insert name of the School Board.
[2] Insert names, description, and address in full, of father or other person who is to be the surety of the pupil-teacher.
[3] Insert father, or other relation or friend of the pupil-teacher, as the case may be.
[4] Insert name in full of the pupil-teacher.
[5] Insert his or her.
[6] Insert name of the school.
[7] Insert month as defined by Article 11 of the Code unless otherwise sanctioned by the Department.
[8] Insert name of preceding month.
[9] The term must be for four full years; or any less number of years, not under two, provided (*a*) that the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service; and provided also (*b*) that the end of the reduced term of service fall beyond the candidate's 18th year (completed); or in any of the counties specified in Article 19 E., provided that (*c*) the candidate, having been employed in giving bilingual instruction to Gaelic-speaking children, becomes a pupil in some school sanctioned by the Department preparatory to entering a training college.
[10] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.
[11] Insert week, or as the parties may agree.
[12] One year later than the second date in paragraph 2.

Digitized by Google

6. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind, respectively; and this engagement shall be terminable on the part of the board or of the surety and pupil-teacher by a written notice of six months, or, in lieu of such notice, by the payment on the part of the board or of the surety and pupil-teacher of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as liquidated damages by the board or the surety, as the case may be, over and above the settlement of all other accounts between the parties.

7. The pupil-teacher enters into this engagement freely and voluntarily on h[5]_____ own part, and with the privity and consent of the surety.

[5] Insert his or her.

8. The surety agrees with the board and their successors, to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a proper manner.

[12] Here insert a testing clause according to the form of the law of Scotland.

In witness whereof[12]

N.B.—1. This agreement must be executed *as follows, viz.*:—

(1.) By three members of the School Board, being the statutory quorum thereof.
(2.) By the surety.
(3.) By the pupil-teacher.

2. If it be executed with blanks still remaining in it, except in the testing clause, they cannot legally be filled up afterwards, unless as part of a new agreement requiring a new stamp. An incomplete agreement does not satisfy Article 32 (*c.*) in the Code.

3. The agreement, when executed, and after the testing clause has been completed, should be deposited with the school papers (Article 34 (*b.*)). The surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the parties who execute it.

II.—Form of New Agreement on Change of Managers.

(N.B.—*For use in Schools* not *under the Management of a School Board.*)

MEMORANDUM OF AGREEMENT between[1] _____ within and herein-after described as *the Surety*;[2] _____ the persons within described as *the Managers*;[3] _____ and[4] _____ herein-after described as "the Managers."

[1] *The surety* in the existing Memorandum.

[2] The Managers in the original Memorandum, and the Executors of any of them who are deceased.

[3] The name, description, and address of the new Manager or Managers.

[4] The name, description, and address of the present Managers, excluding such as will be no longer Managers, and including the new Manager or Managers.

1. The said Surety and the said[3] _____ hereby mutually rescind the within written Agreement, and agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The said Surety and the said "Managers" hereby mutually agree to adopt and enter into an agreement in the same words, and to the same effect as the within written agreement for the unexpired term thereof; and that the like obligation and responsibility shall exist and be of force between them in like manner, and to all intents and purposes as if the name of the said[5] _____ had been inserted therein and signed thereto, instead of the name of the said[6] _____

[5] The new Manager or Managers.

[6] Deceased or outgoing Manager or Managers.

In witness whereof[7]

[7] Here insert a testing clause according to the form of the law of Scotland.

N.B.—This memorandum must be executed *by all the parties named in it, viz.*:—

Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp. An incomplete memorandum does not satisfy Article 32 (*c*).

Digitized by Google

III.—Form for Cancelling Engagements of Pupil-teachers.

(To be endorsed on the original Memorandum.)

The within written Memorandum of Agreement is hereby cancelled by the undersigned parties.

In witness whereof*

* Here insert a testing clause according to the form of the law of Scotland.

N.B.—The cancellation must be executed by the same parties by whom the memorandum of agreement was executed, except that it is not necessary, in the case of Public Schools, that the same three members of the School Board should sign it.

THIRD SCHEDULE.

Needlework.

GIRLS' AND INFANTS' DEPARTMENTS.

Note.—During the years 1887 and 1888 not more will be expected from each standard than the work prescribed in this Schedule for the standard next below it. During the same period the requirements in the case of pupil-teachers in their third and fourth years will not be strictly enforced.

The material used, whether in the exercises performed before the Inspector or in the garments shown to him, should not be so fine as to strain the eyesight of the children.

Below Standard I.

Needle drill.—Position drill.

Strips (18 inches by 2 inches) in simple hemming with coloured cotton, in the following order, viz.:—1. Black. 2. Red. 3. Blue.

Knitting-pin drill.

A strip knitted (15 inches by 3 inches) in cotton or wool.

Standard I.

1. Hemming, seaming, felling. Any garment, or other useful article, which can be completed by the above stitches, *e.g.*, a child's pinafore, pillow-case or pocket-handkerchief. In small mixed country schools, strips (18 in. by 2 in.) of hemming, &c. may be shown, at the discretion of the managers, in place of a garment.

2. Knitting. 2 needles, plain, *e.g.*, a strip on which to teach darning in upper Standards, or a comforter.

Standard II.

1. The work of the previous Standard with greater skill. Any garment or other useful article as above.

2. Knitting. 2 needles, plain and purled, *e.g.*, muffatees.

Standard III.

1. The work of the previous Standards, stitching, and sewing on strings. Garment, a pinafore, shift or apron.

Herring-bone stitch. The stitch only on canvas, or flannel.

Darning, simple. On canvas.

2. Knitting. 4 needles, plain and purled, *e.g.*, muffatees.

Standard IV.

1. The work of the previous Standards, gathering, setting-in, button-hole, sewing on button. Garment, a plain night-shirt, night-gown, or petticoat.

2. Marking, simple, on canvas.

3. Darning, plain (as for thin places), in stocking web material.

4. Knitting. 4 needles, a sock.

5. Herring-bone a patch (at least 3 inches square) on coarse flannel.

Digitized by Google

STANDARD V.

1. The work of the previous Standards, and the running of a tuck. Garment as in Standard IV.
2. Knitting. 4 needles, a sock or stocking, ribbed or plain.
3. Plain darning of a hole in stocking-web material.
4. Patching in calico and flannel.
5. Cutting out any garment such as is required in Standard III.

STANDARD VI.

1. The work of previous Standards, whip-stitch and setting-on frill. Garment, a baby's night-gown, or child's frock.
2. Darning, plain, on coarse linen.
3. Patching in print.
4. Knitting. 4 needles, a long stocking with heel thickened.
5. Cutting out any under-garment for making up in Standard IV.

NOTES.

1. Garments must be shown in each standard, but not necessarily those specified in this Schedule, which are mentioned merely as examples. They must be presented in the same condition as when completed by the scholars.
2. At least half as many garments must be shown as there are girls examined in Standards I., II., and III. Each garment must be entirely made by its own Standard. In Standard IV. and upwards each girl must present a garment made by herself.
3. Girls should be encouraged to fix their own work in the garments shown. Those above Standard I. will be required to "fix" and "cast on" in the exercises performed before the Inspector.

PUPIL-TEACHERS (GIRLS).

First Year.

1. A garment in calico or print, showing all the stitches required in Standard IV.
2. A hole correctly mended in stocking material.
3. A patch, not less than 2 inches square, on calico.
4. A sock.

Second Year.

1. A garment in long cloth, showing all the stitches required in Standard V.
2. Grafting and Swiss darning on stocking material.
3. A patch, not less than 2½ inches square, in flannel.
4. A boy's knickerbocker stocking.

Third Year.

1. A garment in long cloth or print, showing all the stitches required in Standard VI.
2. A hole filled in with stocking web stitch, on stocking material, not less than 1½ inches square.
3. A patch on print.
4. A pair of knitted baby's boots.
5. Pattern of a shirt or night-dress (full size) drawn to scale (¼ size) on sectiona paper; quantity and quality of materials to be stated.

Fourth Year.

1. To show a garment, suited to Standard IV., cut out and neatly "fixed" or "tacked" together.
2. A three-cornered (or hedge-tear) darn, the tear not less than 1 inch square, and a cross cut darn, on coarse linen.
3. A roll or piece of sectional paper (½ inch scale) representing a piece of calico or Holland, 32 inches wide by 3 yards long, on which patterns of garments, suitable for children attending public elementary schools, are drawn so arranged as to show the greatest economy of materials.

NOTES.

1. In all cases the specimens, garments, and drawings shown to the inspector must be done without assistance and presented as they left the worker's hands. All garments must have been cut out by the makers.
2. No embroidery is to be used. The garments should be of plain simple patterns, showing intelligence and good workmanship, but without elaborate detail.

Digitized by Google

FOURTH

TABLE of SPECIFIC SUBJECTS of

*	1. Mathematics.	2. Latin.	3. Greek.	4. French.	5. German.	6. Mechanics.	7. Chemistry.
1st stage	Algebra, notation, addition, subtraction, Euclid, book I., prop. 1 to 15, inclusive.	Grammar, to the end of regular verbs with simple exercises in translation.	Grammar, to the end of regular verbs.	Grammar, to end of regular verbs, with simple exercises in translation.	Grammar, to end of regular verbs, with simple exercises in translation.	Matter in three states: solids, liquids, and gases. The mechanical properties peculiar to each state. Matter is porous, compressible, elastic. Measurement as practised by mechanics. Production of a plane surface. Measures of length, time, and velocity.	Elementary and compound matter. Illustrations of combination and decomposition in such bodies as hydrochloric acid, water, oxide of mercury, and rust of iron.
2nd stage	Algebra, to simple equations (*inclusive*). Euclid, book I.	Irregular verbs and first rules of syntax. Knowledge of Delectus or other first Latin reading-book. Translation of simple sentences (three or four words) into Latin.	Irregular verbs and knowledge of some easy Greek reading-book. Translation of simple sentences (three or four words) into Greek.	Grammar and translation into English of easy narrative sentences. Ten pages of a French conversation-book approved by inspector.	Grammar, and translation into English of easy narrative sentences. Ten pages of a German conversation-book approved by inspector.	Matter in motion. The weight of a body, its inertia and momentum. Measures of force. The work done by a force. Meaning of the term "energy." Energy may be transferred but cannot be destroyed. Modern notions as to the nature of heat.	Preparation and properties of the common gases, such as oxygen, hydrogen, nitrogen, and chlorine. The chemical character and constituents of pure air, and pure water, and the nature of the impurities sometimes found in both. The air-food of plants.
3rd stage	Algebra, to quadratic equations (*inclusive*). Euclid, books I., II., and III. Elements of mensuration.	The Latin Grammar. Cæsar de Bello Gallico, book I. Somewhat longer sentences to be translated from English into Latin.	The Greek Grammar. Xenophon's Anabasis, book I. Somewhat longer sentences to be translated from English into Greek.	Grammar, and knowledge of some easy French book approved by inspector. Translation of conversational sentences into French. Tolerable correctness of pronunciation.	Grammar, and knowledge of some easy German book approved by inspector. Translation of conversational sentences into German. Tolerable correctness of pronunciation.	The simple mechanical powers, viz., (1.) The lever; (2.) the wheel and axle; (3) pulleys; (4.) the inclined plane; (5.) the wedge; (6.) the screw. Liquid pressure; the hydrostatic press; liquids under the action of gravity. The parallelogram of velocities. The parallelogram of forces—examples commonly met with. N.B.—*Instruction in this subject should be purely descriptive and experimental.*	The properties of carbon as found both in inorganic and organic bodies, with elementary knowledge of the constituents of food. Differences between metallic and non-metallic bodies. Combination by weight and volume. The use of symbols and chemical formulæ.

* The three stages of subjects 6 to 14 may be taken in any order.

Digitized by Google

SCHEDULE.

SECULAR INSTRUCTION. (See ARTICLE 21.)

8. Animal Physiology.	Physics. 9. Light and Heat.	Physics. 10. Magnetism and Electricity.	11. Physical Geography.	12. Botany.	13. Principles of Agriculture.	14 Domestic Economy. (*Girls.*) First Branch.	14 Domestic Economy. (*Girls.*) Second Branch.
The build of the human body. Names and positions of the internal organs. The properties of muscle.	General notions respecting the formation of shadows, and the reflection of light. The formation of images by a looking glass. The three modes in which heat may be conveyed from one place to another. Effects of heat; expansion, melting, boiling, and evaporation.	Attraction, repulsion, and polarity, as illustrated by the magnet. Terrestrial magnetism, and the mariner's compass.	The nature of a river or stream, whence it is supplied, and what becomes of it. Evaporation and condensation. Rain, snow, and hail, dew and mist. The atmosphere and its composition. Winds. An explanation of the terms river-basin, and watershed. The boundaries of the great river-basins of Scotland.	Characters of the root, stem, leaves, and parts of the flower, illustrated by specimens of common flowering plants.	The principles influencing the supply of plant food in the soil, the necessity for cultivation, and the circumstances making tillage more or less effective.	Clothing and washing.	Food, its composition and nutritive value.
The mechanism of the principal movements of the limbs and of the body as a whole. The organs and functions of alimentation, circulation, and respiration.	Refraction of light, appearance of objects under water. Separation of white light into its components by a prism. Explanation of the thermometer. The disappearance of heat in the melting of solids, and the boiling of liquids.	Attraction of light bodies by rubbed sealing wax and glass. Experimental proof that there are two forms of electricity. Attraction and repulsion. Gold leaf electroscope.	The ocean, its extent and divisions, depth, saltness, and currents. Action of waves. Sea beaches. The phenomena of the tides.	Structure of wood, bark, and pith. Cells and vessels. Food of plants, and manner in which a plant grows. Functions of the root, leaves, and different parts of the flower.	The principles regulating the more or less perfect supply of plant food; manures as supplemental sources of plant food.	The dwelling; warming, cleaning, and ventilation.	Food, its functions.
The general arrangement of the nervous system. The properties of nerve. Reflex action. Sensation. The organs and functions of touch, taste, smell, hearing, and sight. *N.B. — Instruction in this subject should be illustrated by diagrams or models only.*	Rudimentary explanation of the camera obscura, burning glass, magnifying glass, microscope, and telescope. Illustration of the difference of the specific heat of bodies. The causes of cloud, rain, and dew.	Construction of electrophorus, electrical machine, and Leyden jar. Construction of a common battery. Explanation of a thunderstorm. Action of a current on the magnet.	Form and size of the earth, and its motions. Day and night. The seasons of the year; how they depend upon the relative positions of the earth and sun. Moon's dimensions and distance, explanation of her phases. General arrangement of the planetary system.	The comparison of a fern and a moss with a flowering plant. The formation of different kinds of fruits. The structure of a bean and of a grain of wheat or barley. The phenomena of germination.	The principles regulating the growth of crops, and the variations in their yield and quality.	Rules for health; the management of a sick room. Cottage income, expenditure, and savings.	Food, its preparation and culinary treatment.

N.B.—It is intended that the instruction of the scholars in the Science subjects in this Table shall be given mainly by experiment and illustration, and in the case of Physical Geography by observation of the phenomena presented in their own neighbourhood. If these subjects are taught to children by definition and verbal description, instead of by making them exercise their own powers of observation, they will be worthless as means of education.

It cannot, therefore, be too strongly impressed on teachers, that nothing like learning by rote will be accepted as sufficient for a grant, and that the Examinations by the Inspectors will be directed to elicit from the Scholars as far as possible, in their own language, the ideas they have formed of what they have seen.

In any of the counties specified in Article 21 (*a*), Gaelic may be taken as a specific subject, provided it be taught upon a graduated scheme to be approved by Her Majesty's Inspector.

Digitized by Google

FIFTH SCHEDULE.

CLASS SUBJECTS.

	Standard III.	Standard IV.	Standard V.	Standard VI.
I. English	Intelligent explanation of the passages read, and to point out the subject, predicate and object in easy simple sentences. To recite with expression 60 lines of poetry and to know their meaning.	Intelligent explanation of passages read or recited, and to parse and analyse easy simple sentences. To recite with expression 80 lines of poetry and to know their meaning.	Intelligent explanation of passages read or recited, and to parse and analyse easy complex sentences, and to show by examples the use of each of the parts of speech. To recite with expression 100 lines of poetry and to know their meaning.	Intelligent explanation of passages read or recited, and to parse and analyse sentences of greater difficulty and to know the method of forming English nouns, adjectives, and verbs from each other. To recite with expression 150 lines of poetry and to know their meaning.
II. Geography and History.*	Knowledge of geographical terms and the outline of the geography of Scotland. Leading facts in the lives of Bruce and Mary Queen of Scots.	The Geography of the British Isles. British history from the Union of the Crowns to the death of Queen Anne.	The geography of Europe with British North America and Australasia. British history from the accession of the House of Hanover to the death of George III.	The geography of the world generally, and specially of the British Colonies and dependencies. Interchange of productions. Circumstances which determine climate. British history from the death of George III. to the present day.
III. Elementary science. A progressive course of simple lessons on some of the following topics adapted to cultivate habits of exact observation, statement, and reasoning.	Standard I.† / Standard II.† / Standard III. Common objects, such as familiar animals, plants, and substances employed in ordinary life. of common objects, such as :— (*a.*) Animals or plants with special reference to agriculture. (*b.*) Substances employed in arts and manufacture. (*c.*) The simpler kinds of physical and mechanical appliances, *e.g.*, the thermometer, barometer, lever, pulley, wheel and axle, spirit level.	A more advanced knowledge of special groups	(*a.*) Animal or plant life. (*b.*) The chemical and physical principles involved in one of the chief industries of the United Kingdom, among which agriculture may be reckoned. (*c.*) The simpler principles of navigation.	The preceding in fuller detail.
IV. Drawing.‡	Standard I.† / Standard II.† / Standard III. Drawing, freehand and with the ruler, of lines, angles, parallels, and the simplest right-lined forms, such as some of those given in Dyce's drawing book (to be drawn on slates). The same on paper. Freehand drawing of regular forms and curved figures from the flat. Simple geometrical figures, with rulers.	Freehand drawing from the flat and from simple rectangular and circular models. Simple scales and drawing to scale.	Freehand drawing from the flat, and from easy common objects. Geometrical figures with instruments.	Freehand drawing from the flat. Drawing from models of regular forms and from easy common objects. Plans and elevations of plane figures and rectangular solids in simple positions with sections.§

* During the first year of the New Code, the attainments in these subjects will be judged with some leniency, if the teaching is thorough as far as it goes; and no objection will be raised to two standards being taught together.

† The subjects of instruction specified for Standards I. and II. are those recommended as preparatory to the course for the more advanced classes, and the scholars in these standards should be presented for examination, in order to enable the examiner to judge whether the course throughout the school is satisfactory.

‡ In order to interest the children, it will be advisable to teach them to draw as early as possible from actual objects such as the doors and windows, furniture, and apparatus of the schoolroom.

§ These will not be required in girls' schools.

Digitized by Google

APPENDICES.

I.—SHOWING separately (for 1887) all ARTICLES modified, and all NEW ARTICLES.

II.—MINUTE of the SCOTCH EDUCATION DEPARTMENT fixing the Standards of Education to be required under the 73rd section of the Education (Scotland) Act, 1872, and the 5th section of the Education (Scotland) Act, 1878.

III.—ORDER of SECRETARY OF STATE rescinding, with consent of Scotch Education Department, an ORDER made under section 26 of the Factory and Workshop Act, 1878, and dated 15th February 1879.

Digitized by Google

APPENDIX No. 1. - - -

SHOWING separately (for 1887) all ARTICLES

Articles in the Code of 1886 which are modified in the Code of 1887.

17. (*c.*) Footnote:—
* * * * , being generally on the scale of 10 square feet of area for each child.

17. (*i.*) Footnote:—
* * * money, prizes, or any outlay, * * *

19 B. 1. (*a.*) 7*s.* for the infants under seven and for the children taught in the classes corresponding to Standards I. and II. (Article 28), if the inspector report that the teaching of the infants and such classes is fair; 8*s.* if he report that it is good; 9*s.* if he report that it is excellent.
* * * of any child above eight years of age.

19 B. 1. (*b.*) * * * separate department by a certificated teacher of their own * * * the grant on account * * *

19 B. 5. A grant proportionate to that gained by those present may be made for those absent under Article 19 B. (* note).
* But a proportionate payment may be made * * *

19 C. 9. Drawing can only be taken as a class subject where it is taught by a teacher who has passed the examination of the Science and Art Department in 2nd grade freehand, model, and geometrical drawing, or obtained a grant in the year 1884 for teaching freehand or model drawing or practical geometry of the 1st grade in a public or State-aided school.

19 C. 10. * * * The work for each standard in the class subjects other than needlework is set forth in the Fifth Schedule.

21. (*c.*) No payment will be made under this Article if less than 75 per cent. of the passes attainable in the Standard Examination (III.–VI.) by the scholars presented for examination (Article 28) has been obtained.

Digitized by Google

APPENDIX No. 1.

modified, and all NEW ARTICLES.

New, or modified, Articles in the Code of 1887.

17. (*c.*) Footnote:—
* * * *, being generally on the scale of 10 square feet of area for each child; *which is to be considered as the normal scale in an efficient school.*

32. (*a.*) Footnote:—
* * * money, prizes, *interest on, or repayment of, loans,* or any outlay,
* * *

19 B. 1. (*a.*) *7s.* for *children under Standard III.* (Article 20). if the inspector report that the teaching is fair; *8s.* if he report that it is good; *9s.* if he report that it is excellent.
* * * of any child *after he has reached* eight years of age.

19 B. 1. (*b.*) * * * separate department by a certificated teacher, *and in accordance with a time-table,* of their own * * * the grant (*Article* 19 *B.* 1. (*a.*)) on account * * *

19 B. Footnote:—
* *A grant proportionate to that gained by those present* may be made * *

19 C. 9. Drawing can only be taken as a class subject where it is taught by a teacher—
(*a*) *holding an art certificate of the* 2nd *or* 3rd *grade* (*see Science and Art Directory, p.* 69), *or*
(*b*) *who has passed in freehand, geometric, and model drawing of the* 2nd *grade, or*
(*c*) *who obtained a grant in* 1884 *for teaching freehand or model drawing or practical geometry of the* 1st *grade in an elementary school. This qualification will cease after* 1888. *Teachers will then be required to have at least passed in freehand and model drawing* (2nd *grade art*), *and either in practical geometry* (2nd *grade art*), *or in science subject* 1, *practical plane and solid geometry.*
But if no teacher of a school be qualified as above, a grant will be made if the instruction be given by the certificated teacher of a recognised school of art, or art class, under the Science and Art Department. In this case it will be sufficient if the art teacher gives at least 20 *lessons in the year, which should be as far as possible given in alternate weeks with those of the teacher or teachers of the school.*
(*d*) *The time-table must allow* at least *one hour and a half of instruction in drawing during the week, and this instruction must be given regularly throughout the year. In the case of a school taking drawing for the first time, a grant will be made if drawing has been taught regularly and continuously for at least* 23 *weeks preceding the examination.*
(*e*) *The examination in drawing as a class subject under the Code will take place within a month before the end of the school year, and it will be conducted by the local superintendent of the Science and Art Department, who, for this purpose, will be deemed an inspector of the Scotch Education Department. Notice must be given to the Science and Art Department six months before the end of the school year.*

19 C. 10. * * * The work for each standard in the class subjects other than needlework is set forth in the Fifth Schedule. *In drawing, scholars may be classed for examination in standards which do not correspond with the ordinary standards in the school; in every such case a schedule must be prepared, and a duplicate preserved, showing the names of all the scholars, and the standards in which they have been presented for the drawing examination. No scholar should be presented a second time in the same or in any lower standard.*

21. (*c.*) No payment will be made under this Article if less than *65* per cent. of the passes attainable in the Standard Examination (III.–VI.) by the scholars presented for examination (Article 28) has been obtained, *or if no grant has been obtained under Article* 19 *B.* 1. (*a.*).

Digitized by Google

Articles in the Code of 1886 which are modified in the Code of 1887.

21*. * * * and the competency of the teacher is proved * * * who has attended not less than 40 hours during the school year at a cookery class *of not more than 24 scholars*, and has spent not less than 20 of those hours in cooking with her own hands in a class in which not more than 24 scholars are taught at the same time by one teacher. If a girl attending this class takes domestic economy, she will not be allowed to take any other (Article 21 (*a.*)) or more than one other (Article 21 (*b.*)) specific subject.

22. (*b.*) (iii.) * * * nor in any subject for the teaching of which provision is not made in the time-table of the school.

28. Standard II., Arithmetic :—
In addition, not more than eight lines to be given.

28. Standard IV. Reading :—
Reading a passage * * *

28. Reading, Footnote :—
* * * * If they are not so, books brought by the Inspector will be used. Standards i., ii., and iii. must have, at least, two sets of reading books, and a similar variety is recommended for the upper standards.

28. Standard IV., Arithmetic, Footnote :—

32. (*a.*) Exception :—
In any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, and Orkney and Shetland, "where a school rate of not less than 3*d.* in the pound, * * *

32. (*b.*) * * * or registration, or for untidy state * * *

32. (*c.*) 2.
A certificated (Article 43) assistant teacher, or an assistant fulfilling the conditions of Article 79, is equivalent to two pupil-teachers.

47. (*b.*) 2.
* * * * and obtained a favourable report from an inspector on their skill in teaching, reading, and *needlework* (*women*).

70. (*k.*) 3. * * * in one or more specific subjects * * *

79. Pupil-teachers who have completed their engagement with credit (having passed satisfactorily either of the examinations referred to in Article 60) and candidates, not having been pupil-teachers (Article 93 (*c.*)), who have passed with success (Article 94) the examination referred to in Article 91, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined.
Graduates of any university in the United Kingdom, and women over 18 years of age who have passed university examinations recognised by the Department, may act as assistant teachers.

122. Articles 19, 21, 22, 28, and Schedule IV. of the present Code will regulate annual grants falling due on or after the 31st of December 1886: till that date the corresponding Articles of the Code of 1885, as modified by the Minutes of 30th April, 26th and 27th May, 1885, will continue in operation.

Digitized by Google

New, or modified, Articles in the Code of 1887.

21*. * * * *by a teacher who holds a certificate from a training school of cookery recognised by the Department, or whose competency is otherwise* proved * * * who has attended not less than 40 hours during the school year at a cookery class, and has spent not less than 20 of those hours in cooking with her own hands in a class in which not more than 24 scholars are taught at the same time by one teacher, *or* 15 *hours in a class of not more than* 12 *scholars.* If a girl attending this class takes domestic economy, she will not be allowed to take any other (Article 21 (*a.*)) or more than one other (Article 21 (*b.*)) specific subject.

22. (*b.*) (iii.) * * * nor in any subject for the teaching of which provision is not made in the time-table of the school.
No grant for cookery can be claimed for any girl who has not attended a cookery class for not less than 20 *hours, and has not spent at least* 15 *of those hours in cooking with her own hands in a class in which not more than* 12 *scholars are taught at the same time by one teacher.*

28. Standard II., Arithmetic:—
In addition, not more than eight lines to be given, *with not more than four figures in each line.*

28. Standard IV. Reading:—
Reading *with expression* a passage * * *

28. Reading, Footnote:—
* * * * If they are not so, books brought by the Inspector will be used. Standards i., ii., and iii. must have, at least, two sets of reading books, and, *unless a manual of history or geography, of sufficient length to serve as a reading book, is used,* a similar variety is *necessary in* the upper standards.

28. Standard IV., Arithmetic, Footnote:—
The questions set will be such as need not involve the use of fractions.

32. (*a.*) Exception:—
In any parish (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, *Sutherland and Caithness,* "where a school rate of not less than 3*d.* in the pound * * *

32. (*b.*) * * * or registration, *for overcrowding of class-rooms,* or for untidy state * * *

32. (*c.*) 2.
A certificated (Article 43) assistant teacher *is sufficient for a further average attendance of* 80 *scholars; an assistant teacher fulfilling the conditions of Article* 79 (*a*) *or* (*b*), *for* 60 *scholars; and an assistant teacher fulfilling the conditions of Article* 79 (*c.*), *for* 50 *scholars.*‡

‡ *This subsection will apply to schools inspected after* 31 *March* 1888: *until then the corresponding subsection of the Code of* 1886 *will be in operation.*

47. (*b.*) 2.
* * * * and obtained a favourable report from an inspector on their skill in teaching and reading.

70. (*k.*) 3. * * * in one or more *class or* specific subjects * * *

79. (*a.*) Pupil-teachers who have completed their engagement with credit (having passed satisfactorily either of the examinations referred to in Article 60) and candidates, not having been pupil-teachers (Article 93 (*c*)), who have passed *in the first or second class* in the examination referred to in Article 91;
(*b.*) Graduates of any university in the United Kingdom, and women over 18 years of age who have passed university examinations recognised by the Department;
(*c.*) *Candidates not having been pupil-teachers, who have passed in the third class in the examination referred to in Article* 91;
may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined.

122. Dropped.

Digitized by Google

Articles in the Code of 1886 which are modified in the Code of 1887.

FIRST SCHEDULE.

QUALIFICATIONS OF PUPIL-TEACHERS.

—	3. Reading and Repetition.	4. English Grammar and Composition.	5. Arithmetic and Mathematics.		6. Geography.	7. History.	8. Teaching.
			Male Pupil-teachers.	Female Pupil-teachers.			
For Admission.	To read with fluency, ease, and expression.	To parse and analyse simple sentences, and to write from dictation in a neat hand, with correct spelling and punctuation, a passage of simple prose. [*In the following years, copy writing, one line of large hand and one of small hand will be required.*]	Practice and proportion (simple and compound).	Practice and bills of parcels.	The British Isles.	History of Scotland, from Robert the Bruce, to the Union of the Crowns.	To teach a class to the satisfaction of Her Majesty's Inspector.
End of 1st Year.	To read as above; and to repeat 50 consecutive lines of poetry with just expression and knowledge of the meaning.	To parse and analyse complex sentences, and to write from memory the substance of a passage of simple prose, read to them with ordinary quickness, or a short letter.	Vulgar and decimal fractions.	Proportion (simple and compound).	Europe - [*Maps to be drawn in this and the following years.*]	Outlines of British History, from the Union of the Crowns to the death of George III.	The same, and to show increased skill in instruction and discipline.
End of 2nd Year.	To read as above; and to repeat 40 consecutive lines of prose.	To parse and analyse sentences of greater difficulty, and to write full notes of a lesson on a subject selected by the Inspector.	Interest and Percentages; and Euclid, Book I.	Vulgar fractions.	The Colonies.	- - -	The same -
End of 3rd Year.	To read as above; and to repeat 100 lines of poetry.	Recapitulation of the preceding exercises; the meaning in English of the Latin prepositions; and to write a letter, or to write from memory the substance of a longer passage than at the end of second year.	Euclid, Book II., Algebra to Simple Equations (inclusive).	Decimal fractions.	Asia and Africa.	- - -	The same -
End of 4th Year.	To read as above; and to repeat 80 lines of prose. N.B.—*The passages for repetition in prose and poetry must be of a secular character, and taken from some standard English writer, approved by Her Majesty's Inspector. The meaning and allusions if well known will atone for deficiency of memory.*	Recapitulation of the preceding exercises; to know something of the sources and growth of the English language; and to write an original composition on some simple subject selected by Her Majesty's Inspector.	Euclid, Book III., and Algebra, to Quadratic Equations (inclusive).	Interest, and recapitulation of the preceding rules.	America and the Oceans.	- - -	To satisfy Her Majesty's Inspector of power to conduct a division of the school, or manage grouped classes in the classroom and specially to give a collective lesson.

Column 9:— Compulsory.

5. All male pupil-teachers must choose *one* of the four languages specified above, and will be examined at the end of their 2nd, 3rd, and 4th years, according to the course laid down in Schedule IV. for the 1st, 2nd, and 3rd years of study in that language.

Digitized by Google

New, or modified, Articles in the Code of 1887.

FIRST SCHEDULE.

QUALIFICATIONS OF PUPIL-TEACHERS.

3. Reading and Repetition.	4. English Grammar and Composition.	5. Arithmetic and Mathematics.		6. Geography.	7. History.	8. Teaching.
Candidates must pass an examination in the three elementary subjects as prescribed for Standard VI. (Article 23), and in two class or specific subjects, one of which must be English.						
		Boys.	Girls.			
To read with fluency and ease, and to repeat 50 lines of poetry with just expression and knowledge of the meaning.	To parse and analyse complex sentences, and to write from memory the substance of a passage of simple prose, read to them with ordinary quickness, or a short letter.	Vulgar and decimal fractions, with their applications.	Practice, tradesmen's and household accounts. Measures and multiples, with addition and subtraction of vulgar fractions.	The British Islands, Australia and British North America. Physical geography of mountains and rivers. (Maps to be drawn in this and the following years.)	Outlines of British history, from Julius Cæsar to the Norman Conquest.	To conduct a class in reading or writing.
To read as above; and to repeat 40 consecutive lines of prose with knowledge of meanings and allusions.	To parse and analyse sentences of greater difficulty, and to write a short essay on a subject selected by the Inspector.	Proportion, with its applications to interest, averages, per-centages, and stocks. Euclid, Book I.	Vulgar fractions, with their applications to money, weights, and measures. Reduction of vulgar fractions to decimals.	Europe and British India. Latitude and longitude. Climate and productions of the British possessions.	From the Conquest to the accession of the Stuarts, with special reference to Scottish history.	To conduct a class in reading, writing, or mental arithmetic, and to answer simple questions on the mode of teaching those subjects.
To read as above; and to repeat 100 lines of poetry with knowledge of meanings and allusions.	Recapitulation of the preceding exercises; the meaning in English of the Latin prepositions; and to write a letter, or to write from memory the substance of a longer passage than at the end of second year.	Arithmetic generally, including the extraction of the square root. Euclid, Book II. Mensuration of triangles and parallelograms. Algebra to simple equations (inclusive).	Decimals and simple proportion.	Asia and Africa. Winds and ocean currents.	From the accession of the Stuarts to the present time.	To conduct a class in grammar or geography (in an infant school on form, colour, number, or some familiar object), to prepare notes of a lesson, and to answer questions as above.
To read as above; and to recite 100 lines of Shakespeare, Milton, or Scott, with clearness and force, and knowledge of meanings and allusions.	Recapitulation of the preceding exercises; to know something of the sources and growth of the English language and literature; and to write an original composition on some simple subject selected by Her Majesty's Inspector.	Arithmetic, Euclid, Book III. Mensuration of plane surfaces. Algebra to quadratic equations (inclusive).	Application of fractions and proportion to interest, discount, per-centages, averages, and stocks.	The world generally. The seasons, the sun, moon, and planetary system. The tides.	The same period in fuller detail.	To give a collective or class lesson on any subject taught in the school. To prepare notes of a lesson, and to answer questions as above.

Column 9:— Compulsory.

5. All male pupil-teachers must choose *one* of the four languages specified above, and will be examined at the end of their 1st, 2nd, *and* 3rd *years*, according to the course laid down in Schedule IV. for the 1st, 2nd, and 3rd years of study in that language.**

** *In the 4th year, more difficult composition and grammar; with greater conversational facility (in the modern languages), Virgil, Æneid, Book I., verses* 1–304 *(in Latin), Homer, Iliad, Book I. (in Greek).*

First Schedule:—

The above Schedule will not apply to any examination before 31*st March* 1888. *Until that date the corresponding Schedule of the Code of* 1886 *will apply.*

* * *

Such a pupil-teacher may, at the examination for admission to training colleges, obtain marks in a paper to be set in Gaelic (grammar, translation, and composition).

Digitized by Google

Articles in the Code of 1886 which are modified in the Code of 1887.

FOURTH SCHEDULE.

Footnote:—
* The three stages of such of these subjects as admit of it may be taken in any order.

FIFTH SCHEDULE.

CLASS SUBJECTS.

—	Standard IV.	Standard V.	Standard VI.
I. English - -	To parse and analyse easy simple sentences. * * * *	To parse and analyse easy complex sentences, * * * *	To parse and analyse sentences of greater difficulty * * * *
III. Elementary science		(*b.*) The chemical and physical principles involved in one of the chief industries of England * * * *	
V. Drawing - -	Freehand drawing from the flat and from simple rectangular and circular models. *Drawing to scale geometrical figures with instruments.*	The same as 4th with the addition of easy common objects. Plans and elevations of plane figures and rectangular solids in simple positions. Simple scales.	The same as 5th, but of greater difficulty. The same as 5th, with sections.

Footnote:—
The subjects of instruction specified for Standards I. and II. are those recommended as preparatory to the course for the more advanced classes.

SIXTH SCHEDULE.

SUPPLEMENTARY RULES.

RULE 1.—In column II. of the Examination Schedule the names of the qualified scholars must be entered class by class, *beginning* with the *lowest* scholar in the *lowest* class.

RULE 2.—The entries in column IX. must show where one *class* ends and another begins. The number denoting each *class* is to be written only *once*; dots (" ") are to be put for each repetition of it, until the next higher class begins. There must be no intermixture of classes.

RULE 3.—The entries in column X*b*. will show where one *standard* ends and another begins. The number denoting each *standard* is to be written only once; dots (" ") are to be put for each repetition of it until the next higher standard begins. There must be no intermixture of standards.*

RULE 4.—The end of each standard in column X*b*. *need not* (although, of course, it *may*) coincide with the end of each class in column IX.* Compare the entries opposite to No. 6 who ends a *class*, but not a *standard*; No. 8 who ends a *standard* but not a *class*; No. 16 who ends *both* a class *and* a standard (this is preferable).

RULE 5.—All the scholars must be presented in the classes to which the school registers prove them to belong, unless they fall as "*Exceptions*" under Rule 6.

* In the following transcript of part of the Examination Schedule, Columns II., IX., and X*b*. are filled up, *by way of example*, according to Rules 2 and 3. Of course, the other Columns must not, *in practice*, be left blank; and the actual numbers, presented in each class, will generally be much larger.

Digitized by Google

New, or modified, Articles in the Code of 1887.

FOURTH SCHEDULE.

Footnote :—
* The three stages of *subjects 6 to 14* may be taken in any order.

FIFTH SCHEDULE.

CLASS SUBJECTS.

——	Standard IV.	Standard V.	Standard VI.
I. English - -	*Intelligent explanation of passages read or recited, and* to parse and analyse easy simple sentences. * * * *	*Intelligent explanation of passages read or recited, and* to parse and analyse easy complex sentences, * * * *	*Intelligent explanation of passages read or recited, and* to parse and analyse sentences of greater difficulty * * * * *
III. Elementary science		(*b.*) The chemical and physical principles involved in one of the chief industries of *the United Kingdom,* * * * *	
IV. Drawing - -	Freehand drawing from the flat and from simple rectangular and circular models. *Simple scales and drawing to scale.*	*Freehand drawing from the flat,* and from easy common objects. *Geometrical figures with instruments.*	*Freehand drawing from the flat. Drawing from models of regular forms and from easy common objects.* *Plans and elevations of plane figures and rectangular solids in simple positions with sections.§*

Footnotes :—
During the first year of the New Code, the attainments in these subjects (geography and history) *will be judged with some leniency, if the teaching is thorough as far as it goes ; and no objection will be raised to two standards being taught together.*

The subjects of instruction specified for Standards I. and II. are those recommended as preparatory to the course for the more advanced classes, *and the scholars in these standards should be presented for examination, in order to enable the examiner to judge whether the course throughout the school is satisfactory.*

These will not be required in girls' schools.

SIXTH SCHEDULE.

SUPPLEMENTARY RULES.

Dropped.

Digitized by Google

Articles in the Code of 1886 which are modified in the Code of 1887.

SIXTH SCHEDULE—*continued.*

SUPPLEMENTARY RULES.

RULE 6.—The children who, for whatever reason, are presented under a lower standard than that which an examination of the school according to the above rules assigns to their class, must be entered *last* in the Schedule under the title of "*Exceptions*," otherwise they will violate Rule 2 or 3. No child is to be placed among the "*Exceptions*" unless there is some special *excuse* for doing so, such as previous *illness*, &c. *Primâ facie every child who is not fit to be examined in its own class has been wrongly placed there for instruction.*

RULE 7.—The Inspector is directed to refuse to examine children in Schools *wherein Rule 2 or 3 is violated.* He will in such cases proceed to inspect the School, and will report to the Department why he has left column III. (*his report on each scholar*) in the Examination Schedule blank.

I.	II.	VI.	VII.	VIII.		IX.	Xa.	Xb.
Number.	NAME.	Number of Attendances† in the Year.	Age (on last Birthday).	Date of Admission to this School. Year.	Month.	In what class of School; *first* means *highest.*	Under what Standard LAST examined, enter III., &c. as case may require.	Under what Standard NOW to be examined, enter III., &c. as case may require.
1	John Duncan					4th.		III.
2	Thomas Peters ..					"		"
3	Henry Brown ...					"		"
4	Wm. Robinson...					"		"
5	Thomas Davies ..					"		"
6	Robert Ferguson.	.....	.....	.....	.....	"	.....	"
7	Luke Williams...					3rd.		"
8	Simon Hunt	.....	.....	.....	.....	"	.....	"
9	James Short					"	III.	IV.
10	Richard Smart...					"		"
11	Samuel Grant....					2nd.		"
12	John Macleod ...	.....	.....	.....	.....	"		"
13	Henry Pigot					"	IV.	V.
14	Silas Wills.....					"		"
15	John Miller.....					"		
16	Peter M'Pherson.	.....	.....	.....	.....	"	.....	"
17	Charles Knox....					1st.	V.	VI.

RULE 8.—*For the rule how to find the average number of scholars in attendance at a school for any period, see Article 26 of the Code.*

RULE 9.—The Class Registers at each meeting of a school *must be marked and finally closed before* the minimum time constituting an attendance (Article 23) *begins.*

If any child, entered in the Register as attending, is withdrawn from school before the time constituting an attendance is complete, its mark for presence should be at once cancelled.

The inspector will inquire whether these rules have been observed (Article 17 (*g.*)).

RULE 10.—No child's name should be kept on the Admission Register after a fortnight's continuous absence without inquiry from the parents *whether the child has been withdrawn.* The names of children withdrawn (*whether they are so, the answer of their parents will decide*) should be cancelled at once in the Registers, and not included in the returns of *age* and *stay at school*; but the attendances (if any) opposite to such names in the Class Registers, must be counted under Rule 8, *suprà* and the whole number of such names must be counted for the return "left in past year."

† *See* Rule 9.

Digitized by Google

New, or modified, Articles in the Code of 1887.

SIXTH SCHEDULE—*continued.*

SUPPLEMENTARY RULES.

Dropped.

Digitized by Google

APPENDIX No. 2.

MINUTE of the SCOTCH EDUCATION DEPARTMENT fixing the Standards of Education to be required under the 73rd section of the Education (Scotland) Act, 1872, and the 5th section of the Education (Scotland) Act, 1878.

At the Council Chamber, Whitehall, the 16th day of December 1878.

BY THE LORDS OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Read:—

The 73rd section of the Education (Scotland) Act, 1872,* and the 5th section of the Education (Scotland) Act, 1878.†

Resolved that—

1. A certificate of ability to read and write, and of a knowledge of elementary arithmetic, shall not be granted in favour of any child by one of Her Majesty's Inspectors under section 73 of the Education Act of 1872, unless such child has passed the Fifth Standard prescribed by Article 28 of the Scotch Code of 1878, viz.:—

Reading, with expression, a short passage of prose, or of poetry, with explanation, grammar, and elementary analysis of simple sentences.

Writing from memory the substance of a short story or narrative read out twice by the inspector, spelling, grammar, and handwriting to be considered.

Arithmetic.—Practice, bills of parcels, and simple proportion.

2. The Standard of education to be required for the partial exemption of children above 10 years of age from the obligation to attend school shall be the Third Standard prescribed by Article 28 of the same Code, viz.:—

Reading of plain narrative.

Writing.—(*a.*) Five lines from the same book, dictated slowly by a few words at a time. (*b.*) Fair small hand, with capital letters and figures, to be shown in copybooks.

Arithmetic.—Notation and numeration up to 1,000,000. Four simple rules. Money and time tables.

---

* *Section* 73, *Education* (*Scotland*) *Act*, 1872.—A certificate of ability to read and write, and of a knowledge of elementary arithmetic, granted in favour of any child by one of Her Majesty's Inspectors, shall exempt the parent and all employers of such child from any prosecution or other proceeding under this Act for neglecting to provide for the education of such child.

† *Section* 5, *Education* (*Scotland*) *Act*, 1878.—A person shall not, after the commencement of this Act, take into his employment (except as herein-after in this Act mentioned) any child—

(1.) Who is under the age of ten years; or

(2.) Who, being of the age of ten years, and not more than fourteen years has not obtained a certificate of ability to read and write, and of a knowledge of elementary arithmetic in terms of section seventy-three of the principal Act unless such child being of the age of ten years or upwards is employed and is attending school in accordance with the provisions of any Act of Parliament regulating the education of children employed in labour, or of any minute of the Scotch Education Department fixing the standard of education to be required for the partial exemption of children from the obligation to attend school.

Digitized by Google

APPENDIX No. 3.

FACTORY AND WORKSHOP ACT, 1878, 41 Vict. c. 16. ss. 26, 65, 105; and EDUCATION (SCOTLAND) ACT, 1883, 46 & 47 Vict. c. 56. ss. 6, 7.

ORDER of SECRETARY of STATE rescinding, with consent of Scotch Education Department, an ORDER made under section 26 of the Factory and Workshop Act, 1878, and dated 15th February 1879.

Whereas the effect of the Factory and Workshop Act, 1878, and of the said Order of 15th February 1879, made under section 26 thereof, was that a child of thirteen years of age could not be lawfully employed as a young person in a factory or workshop in Scotland unless such child had obtained either a certificate of having passed the standard of proficiency fixed by that Order or a certificate of having attained the standard of previous due attendance at school, likewise fixed by the same Order.

And whereas so far as concerns the employment of children of thirteen and of not more than fourteen years of age as young persons in any factory or workshop in Scotland, the effect of sections 6 and 7 of the Education (Scotland) Act, 1883, is that, notwithstanding the Factory and Workshop Act, 1878, a certificate of previous due attendance at school no longer operates as a qualification to any such child for such employment, and that such child may not be so employed without having obtained a certificate of having passed the Fifth Standard prescribed by the Minutes of the Scotch Education Department regulating the administration of the Parliamentary Grant for Education in Scotland for the year 1883, or a corresponding standard prescribed by the said Minutes for any subsequent year.

Now, therefore, I, the Right Honourable Sir Richard Assheton Cross, one of Her Majesty's Principal Secretaries of State, with the consent of the Lords of the Committee of the Privy Council on Education in Scotland, hereby rescind the said Order of 15th February 1879.

(Signed) RICHD. ASSHETON CROSS.

Home Office, Whitehall,
1st February 1886.

Approved by the Scotch Education Department.
(Signed) HENRY CRAIK,
Secretary.

Digitized by Google

Form 100.
SCOTLAND.
1 *August* 1887.

INSPECTORS' DISTRICTS.

N.B.—Where more than one Inspector is employed in the same District, the name of the Inspector in charge of it is printed first. The names of the Inspectors' Assistants are printed in italics.

No. of District.	County or District.	Population (1881).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	SOUTHERN DIVISION.		
	(Dr. Wilson, Chief Inspector.)		
1*	Edinburgh (City)	228,357	Dr. Wilson, 19, Palmerston Place, Edinburgh.
	Linlithgow	44,022	G. Dunn, Esq., 11, Cobden Crescent, Edinburgh.
	Total	272,379	*Mr. J. Crombie*, 23, Panmure Place, Edinburgh. *Mr. J. Gunn*, 41, Gillespie Crescent, Edinburgh.
2	Edinburgh (County), *except* City (*see* No. 1), and parishes of Stow and Heriot (*see* No. 3).	98,538	T. A. Stewart, Esq., 12, Strathearn Road, Edinburgh.
	Leith (Burgh)	59,485	*Mr. S. D. Black*, 1, Leamington Place, Edinburgh.
	Haddington	38,510	
	Total	196,533	
3	Peebles	13,688	A. E. Scougal, Esq., St. Bede's, Melrose, N.B.
	Selkirk	24,290	*Mr. W. Pennycook*, Market Place, Melrose, N.B.
	Roxburgh	54,306	
	Berwick	35,615	
	Edinburgh— Stow and Heriot	2,439	
	Total	130,338	
4	Dumfries	76,167	A. O. Barrie, Esq., Greenbank, Dumfries, N.B.
	Kircudbright	42,290	*Mr. J. Galloway*, St. Mary's Place, Dumfries, N.B.
	Total	118,457	
5	Fife	172,131	Hugh Wilson, Esq., Townsend Place, Kirkcaldy, N.B.
	Kinross	6,997	R. Small, Esq. (Sub-Inspector), West Fergus Place, Kirkcaldy, N.B.
	†Clackmannan	23,948	*Mr. T. Smith*, 197, High Street, Kirkcaldy, N.B.
	Perth— Parishes of—		
	Blairingone	418	
	Culross	1,130	
	Glendevon	147	
	Muckart	593	
	Tulliallan	2,207	
	Total	207,571	

* The Inspector in charge of this district is also Inspector of Training Colleges.
† *See* note to Logie, District No. 7, p. 91.

Digitized by Google

No. of District.	County or District.	Population (1881).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	Southern Division—*continued.*		
6	Perth - - - *except* the parishes of— Aberfoyle, Blairingone, Callander, Culross, Dunblane, Gartmore, Glendevon, Kilmadoc, Kincardine, Logie, Monteith, Port of, Muckart, Trossachs, Tullialian. (*See* Nos. 5 and 7.)	114,302	A. Walker, Esq., 9, St. Leonard's Bank, Perth, N.B.
	Total -	114,302	*Mr. J. W. Munro*, 25, Queen Street, Perth, N.B. (*See also* No. 7.)
	Western Division. (Dr. Kerr, Chief Inspector.)		
7	Perth— Parishes of—		
	Aberfoyle - -	409	W. W. Waddell, Esq., 1, Royal Gardens, Stirling, N.B.
	Callander - -	1,940	
	Dunblane - -	3,125	
	Gartmore - -	718	
	Kilmadoc - -	3,012	
	Kincardine - -	1,351	
	*Logie,		*Mr. J. W. Munro*, (*See also* No. 6.)
	Monteith, Port of -	781	
	Trossachs - -	302	
	Stirling - - -	107,057	
	Total -	118,693	
8	Lanark—		
	Lower Ward, *except* Govan (*See* No. 13), Glasgow (part of), Carmunnock, Rutherglen, and Shettleston (*See* No. 9).	364,904	Dr. Kerr, Garscadden House, New Kilpatrick, Glasgow, N.B. W. Y. King, Esq., Overwood, Greenlaw, Paisley, N.B.
	Middle Ward—		
	Hamilton, Burgh -	13,995	*Mr. D. Thompson*, Bolton Drive, Mount Florida, Glasgow.
	Islands of—		*Mr. W. S. Gall*, Garvald Place, Uddingston, Lanarkshire, N.B.
	Bute - - -	11,016	*Mr. W. Calder*, 30, Derby Street, Glasgow, N.B.
	Mull - - -	5,624	
	Total -	395,539	
9	Lanark—		
	Lower Ward—		
	The remainder, consisting of—		
	†Glasgow (part of) -	178,815	W. Bathgate, Esq., Hillhead, Glasgow, N.B.
	Carmunnock - -	1,379	
	Rutherglen - -	13,801	
	Shettleston - -	9,238	
	Middle Ward—		
	Cambuslang - -	9,447	
	East Kilbride - -	3,318	*Mr. J. Miller*, Craigview, Burnbank Road, Hamilton, N.B.
	Bute—		
	Islands of—		
	Arran - -	4,762	
	Cumbrae - -	1,879	
	Total -	223,639	

* Logie Parish, though reckoned as belonging to Perth, extends also into Clackmannan and Stirling. One of the three schools which it contains (Bridge of Allan) is in this district, the other two (Menstry and Causewayhead) are in District No. 5.

† Comprising the districts of Calton, Bridgeton, Gorbals, Hutchesontown, and Tradeston.

Digitized by Google

No. of District.	County or District.	Population (1881).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	Western Division—*continued.*		
10	Lanark— Middle Ward - - *The remainder* Upper Ward - - Total -	177,960 46,241 224,201	Dr. Smith, St. Peter's Lodge, Uddingston, Glasgow. A. Dey, Esq., 103, Douglas Street, Glasgow. *Mr. W. M. Shanks*, Clyde View, Uddingston, Glasgow.
11	North Ayr* - -	165,288	J. W. Marshall, Esq., Ayr, N.B. *Mr. J. Henderson*, Hawkhill, Ayr, N.B. (*See also* No. 12.)
12	South Ayr† - - - Wigtown - - - Total -	52,653 38,448 91,101	R. Harvey, Esq., 8, Wellington Square, Ayr, N.B. *Mr. J. Henderson*, (*See also* No. 11.)
13	Dumbarton - - - Govan, in Lanark and Renfrew - - -	78,267 123,108	W. Jolly, Esq., Ardgowan, Pollokshields, Glasgow. *Mr. T. McVie*, 1, Colebrook Place, Hillhead, Glasgow.
	Total -	201,375	
14	Renfrew, *except* Govan (*See* No. 13.) -	225,300	J. Boyd, Esq., 9, Princes Square, Regent Park, Glasgow. A. Lobban, Esq., 13, Annfield Terrace, Partick, Glasgow.
	Argyll,‡ *except* Mull (*See* No. 8.) -	75,137	*Mr. J. Binnie*, Belmont, Kilmalcolm, Paisley, N.B.
	Total -	300,437	*Mr. D. Johnston*, 21, Westendpark Street, Woodlands Road, Glasgow.
	Northern Division. (Mr. Ogilvie, Chief Inspector.)		
15	South Forfar§ - -	193,048	R. Calder, Esq., 3, Fintry Pl., Broughty Ferry, N.B. *Mr. W. Campbell*, 2, Hermitage Ter., Broughty Ferry, N.B. (*See also* No. 16.)

* North Ayr consists of the parishes of Ardrossan, Beith, Craigie, Dalry, Dreghorn, Dundonald, Dunlop, Fenwick, Galston, Irvine (Burgh and Landward), Kilbirnie, Kilmarnock (Burgh and Landward), Kilmaurs, Kilwinning, Largs, Loudoun, Mauchline, Monkton and Prestwick, Muirkirk, Riccarton, St. Quivox, Skelmorlie, Sorn, Stevenston, Stewarton, Symington, Tarbolton, and West Kilbride, with Ayr Burgh and Landward.

† South Ayr consists of the parishes of Alloway, Auchinleck, Ballantrae, Barr, Colmonell Coylton, Crosshill, Dailly, Dalmellington, Dalrymple, Girvan (Town and Landward), Kirkmichael, Kirkoswald, Maybole, New Cumnock, Ochiltree, Old Cumnock, Straiton, Stair.

‡ The school district of Ardnamurchan is partly in Argyll and partly in Inverness. The schools in the Argyllshire portion (Kilchoan, Kilmory, and Achosnich) belong to this district; those in the Inverness-shire portion (Glenfinnan, Glennig, Arisaig R.C., Arisaig Church of Scotland, and Polnish) to District No. 21.

The school district of Kilmallie is also divided between the counties of Argyll and Inverness. The schools in the Argyllshire portion (Ardgour, Banavie, Duisky, Kinlochell, March and Trislaig) belong to this district; those in the Inverness-shire portion (Achnacarry, Barmacfoldach, Fort William Public, Fort William R.C. and Oinich) to District No. 21.

§ South Forfar consists of the burghs of—

Dundee and Forfar,

and the following school districts:

Arbirlot.	Dunnichen.	Kirkden.	Murroes.
Auchterhouse.	Eassie and Nevay.	Liff, Benvie and Invergowrie.	Newtyle.
Barry.	Forfar (landward).	Lundie.	Panbride.
Broughty-Ferry (town).	Friockheim.	Mains and Strathmartine.	Tealing.
Carmylie.	Glammis.	Monifieth.	
Coupar Angus.	Inverarity.	Monikie.	
Dundee (landward).	Kettins.		
	Kinnettles.		

Digitized by Google

No. of District.	County or District.	Population (1881).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	Northern Division—*continued.*		
16	North Forfar* - -	75,605	R. J. Muir, Esq., Peel Place, Montrose, N.B.
	Shetland - - -	29,705	*Mr. W. Campbell*, 2, Hermitage Ter., Broughty Ferry, N.B. (*See also* No. 15.)
	Total -	105,310	
17	Banff - - - *except*— Fetter Angus Village and St. Fergus. (*See* No. 18.)	58,256	A. R. Andrew, Esq., Keith, N.B.
	Orkney - - -	32,044	To receive assistance from *Mr. H. Welsh*, or *Mr. J. Craigie*. (*See* No. 18.)
	Aberdeen— Parish of Glass - - (*See* No. 18.)	654	
	Total -	90,954	
18	Aberdeen - - - *except*— Parish of Glass.	268,029	R. Ogilvie, Esq., 18, Bon Accord Square, Aberdeen, N.B. J. Struthers, Esq., 27, Crown St., Aberdeen, N.B. W. Whyte, Esq. (Sub-Inspector), 3, Kirkville Terrace, Hammerfield, Aberdeen, N.B.
	Banff— Fetter Angus Village and St. Fergus - -	1,891	*Mr. H. Welsh*, 23, Osborne Place, Aberdeen, N.B.
	Kincardine - - -	35,465	*Mr. J. Craigie*, 127, Great Western Road, Aberdeen, N.B. (*See also* No. 17.)
	Total -	305,385	
19	Caithness - - -	39,859	J. L. Robertson, Esq., Tain, N.B.
	Sutherland - -	22,376	
	East Ross† - -	12,256	
	Harris - - -	4,814	
	North Uist - - -	4,299	
	South Uist - - -	6,078	
	Barra, including - -	2,161	
	Mingalay - - -		
	Total -	91,843	
20	Elgin - - -	45,108	J. Macleod, Esq., Elgin, N.B.
	Nairn - - -	8,847	
	Skye - - -	17,762	
	Total -	71,717	
21	Ross (mainland) - - *except*— East Ross.† (*See* No. 19.)	41,724	D. Sime, Esq., Westwood, Inverness, N.B.
	Inverness (mainland)‡ -	50,725	*Mr. J. Wilson*, Montrose Villa, Kenneth Street, Inverness, N.B.
	Small Isles (Eigg) -	550	
	Lewis - - -	25,487	
	Total -	118,486	

* North Forfar consists of the burghs of—

Arbroath, Brechin, and Montrose,

and the following school districts:

Aberlemno.	Dun.	Kirriemuir (including town).	Montrose (landward).
Airlie.	Edzell.	Lethnott and Navar.	Oathlaw.
Arbroath (landward united to St. Vigeans).	Farnell.	Lintrathen.	Rescobie.
	Fearn.	Lochlee.	Ruthven.
Brechin (landward).	Glenisla.	Logie Pert.	St. Vigeans (including Arbroath, landward).
Careston.	Guthrie.	Lunan.	
Cortachy and Clova.	Inverkeillor.	Marytown.	Stracathro.
Craig.	Kingoldrum	Menmuir.	Tannadice.
	Kinnell.		

† East Ross includes the Parishes of Edderton, Fearn, Kilmuir-Easter, Kincardine, Logie-Easter, Nigg, Tain (with Burgh), and Tarbat.

‡ *See* footnote to Argyll, p. 92, as to Ardnamurchan and Kilmallie schools.

Digitized by Google

H.M. INSPECTORS OF SCHOOLS (26).

Inspectors.	Number of District.	Inspectors.	Number of District.
Andrew, A. R., Esq.	17	Macleod, J., Esq.	20
Barrie, A. O., Esq.	4	Marshall, J. W., Esq.	11
Bathgate, W., Esq.	9	Muir, R. J., Esq.	16
Boyd, J., Esq.	14	* Ogilvie, R., Esq.	18
Calder, R., Esq.	15	Robertson, J. L., Esq.	19
† Dey, A., Esq.	10	Scougal, A. E., Esq.	3
† Dunn, G., Esq.	1	Sime, D., Esq.	21
Harvey, R., Esq.	12	Smith, Dr.	10
Jolly, W., Esq.	13	Stewart, T. A., Esq.	2
* Kerr, Dr.	8	† Struthers, J., Esq.	18
†King, W. Y., Esq.	8	Waddell, W. W., Esq.	7
† Lobban, A., Esq.	14	Walker, A., Esq.	6
		* Wilson, Dr.	1
		Wilson, Hugh, Esq.	5

SUB-INSPECTORS (2).

Small, R., Esq.	5	Whyte, W., Esq.	18

INSPECTORS' ASSISTANTS (20).

Assistants.	Number of District.	Assistants.	Number of District.
Binnie, J.	14	McVie, T.	13
Black, S. D.	2	Miller, J.	9
Calder, W.	8	Munro, J. W.	6 and 7
Campbell, W.	15 and 16	Pennycook, W.	3
Craigie, J.	17 and 18	Shanks, W. M.	10
Crombie, J.	1	Smith, T.	5
Gall, W. S.	8	Thompson, D.	8
Galloway, J.	4	Welsh, H.	17 and 18
Gunn, J.	1	Wilson, J.	21
Henderson, J.	11 and 12		
Johnston, D.	14		

* Chief inspectors. † Inspectors not in charge of Districts.

Digitized by Google

CIRCULARS AND INSTRUCTIONS.

SCHOOL REGISTERS AND THE METHOD OF KEEPING THEM.

CIRCULAR TO MANAGERS OF SCHOOLS.

Circular 82.

Scotch Education Department,
Dover House, Whitehall, London, S.W.,
28th March 1887.

SIR,

MY Lords regret that they find it necessary again to call the attention of managers of schools to the absolute necessity of a strict observance of the enclosed official regulations on the subject of registration, which have been carefully revised and, in some important points, modified.

Her Majesty's Inspectors have been instructed to give increased attention to their examination of registers, both at visits without notice and on the occasion of their annual inspections, and in all cases of infringement of the official regulations to report the fact to the Department.

I am to inform you, therefore, that a deduction from the grant may, in future, be made without further warning in all cases where it is found either at a visit without notice or at the annual inspection that any of the enclosed regulations have been disregarded.

Although the duty of marking the registers devolves upon the teachers, I am to point out that a grave responsibility in the matter is undertaken by managers of schools. They are called upon to sign a certificate on the first page of Form 9 to the effect that the school registers have been so kept as to leave no doubt respecting the accuracy of the entries in that form; they are further called upon to certify on the examination schedules that they have carefully verified a sufficient number (taken at hazard) of the entries made therein to satisfy them of the accuracy of the return. The attention of the managers is therefore particularly requested to the general rules on page 4 of the enclosed regulations.

My Lords would take this opportunity of pointing out that the provisions of Art. 17 (*g*) of the Code cannot be regarded as satisfied if the various entries in the Annual Returns (Form 9) do not faithfully represent the actual facts as regards the registration and class-organisation of the school, or the particular department, as the case may be.

At the same time, I am to request that teachers may be informed that, whilst all irregularities in registration may entail a deduction from the grant, very gross or continued carelessness must, like any practices which imply fraudulent intentions, involve a suspension of their certificates.

Digitized by Google

Copies of the regulations may be purchased, either directly or through any bookseller, from Messrs. A. & C. Black, North Bridge, Edinburgh; or, from Messrs. Eyre & Spottiswoode, East Harding Street, Fleet Street, London—price one penny each.

I have, &c.
H. CRAIK.

Enclosure to Circular 82.

REGULATIONS.

The following regulations, which have been drawn up for use in all schools claiming annual grants, should be scrupulously observed.

(A.)—SCHOOL REGISTERS.

1. In every school there must be—
   (*a.*) A register of admission, progress, and withdrawal.
   (*b.*) Registers of daily attendance for all scholars.
   (*c.*) A register of summaries.
2. These registers must (Art. 34) be provided by the managers out of the funds of the school, so as to be the property of the school, and not in any sense that of the teacher. Each register should be signed on the title page by the correspondent for the school, with the date at which it was supplied to the teacher.
3. The pages of these registers must be numbered consecutively.

(B.)—ADMISSION REGISTER.

1. *The Admission Register* must be kept exclusively by the head teacher, and made up at least once a week. Successive numbers must be allotted to the children on their admission, so that each scholar may have his own number, which he should retain throughout his school career. This number must always be used to identify the scholar when there are two or more children of the same name.
2. This register must show distinctly for each scholar—
   (*a.*) His number on the register.
   (*b.*) The date of his admission or re-admission—day, month, and year.
   (*c.*) His name in *full*, christian and surname.
   (*d.*) The name and address of his parent, or guardian.
   (*e.*) Whether exemption from religious instruction is claimed.
   (*f.*) The exact date of the scholar's birth—day, month, and year.

NOTE.—The parent should, in every case where there is any reason whatever for doubt, be asked to produce the registrar's certificate of birth.

   (*g.*) The last school attended before entering this school.
   (*h.*) The highest standard in which he was there presented, and the results of his last examination.
   (*i.*) The specific subjects in which he was presented in his last school.

NOTE.—These particulars should be ascertained by communication with the managers of his last school. If the reply be *none*, the word *none* must be written in the proper column.

   (*k.*) The precise date and cause of leaving.
3. No children of school age, 5 to 14, who have not passed Standard V. should be removed from the admission register unless their

Digitized by Google

parents have actually left the district, or the children are known to be attending another school.

NOTE.—In every case of prolonged absence, inquiry should be made as to the cause of the absence; and if this be not satisfactory, the case should be immediately brought under the notice of the school board.

4. When a scholar returns to school after having registered as "left," he must be re-entered as "*re-admitted*" at the date of his return, but should thereafter resume his original admission number.

5. This register must have an alphabetical index, the entries in which should be made at the same time as the principal entries in the body of the register.

6. There must be no blanks, alterations, or erasures; *if any error has been made, it must be corrected by an explanatory note.*

NOTE.—The note should, if possible, be made in the register. When this is not possible, the note should be made in the log-book, and a reference to the page of the log-book entered in the register.

(C.)—ATTENDANCE REGISTERS.

1. The attendance registers must be marked every time that the school meets (Art. 23 of the Code). If a school consists of more than one department, *separate* registers must be kept for each department.

NOTE.—If on a wet and stormy day very few children attend, the managers may at their discretion not open or commence school; but if the school is opened the registers must be marked.

2. They must show the daily and weekly attendances of every scholar, beginning with the first day of the school year (Art. 13), and continuing to the end of the same.

3. The approved time-table must provide adequate time at each meeting of the school for marking and summing the registers. This time must end before the commencement of the minimum time constituting "attendance," as specified in Art. 23.

4. In mixed schools the boys and girls should be entered on separate pages, and in all schools it will be found convenient to register separately:—

(*a.*) Scholars under 3,
(*b.*) Scholars between 3 and 7, and
(*c.*) Scholars above 7.

5. On the outside of the cover of each register should be legibly written the name of the school or department (if the school consists of more than one department), and the year, also the class to which it belongs.

6. There must be columns for each scholar's name in full, for his admission number (*see* note), and for his age.

NOTE.—The admission number must be repeated whenever the scholar's name is entered in a fresh page in the register.

7. There must be columns for all the weeks in the year, each of which should always be dated at the head with the day and the month.

8. There must be a column for the entry at the close of each week of the total attendances made by each scholar during that week, and, at the end of the register, columns to sum up the total attendances of each scholar during the year.

9. When half-timers are numerous, a separate page, or, if necessary, a separate register, must be provided for their use.

Digitized by Google

10. The register for each class may be marked by the assistant teacher or pupil-teacher (if he have completed his second year) having charge of the class, but the head teacher of the school or department, as the case may be, must always be responsible for its accuracy.

11. In marking the attendance registers, the following rules must be observed :—

(*a.*) At each meeting of the school the registers must be marked for each child, and the attendances summed at the foot of each page at the time specified for this purpose on the approved time-table.

(*b.*) All markings must be made in ink, never in pencil inked over afterwards.

(*c.*) Presence must be marked with a cross, thus ×.

(*d.*) Absence must be marked with an "O."

(*e.*) There must be no dots, blanks, alterations, or erasures ; *if any error has been made it must be corrected by an explanatory note.*

NOTE.—The note should, if possible, be made in the register. When this is not possible, the note should be made in the log-book of the school or department, and a reference to the page of the log-book entered in the register.

(*f.*) When the first attendance made by a scholar does not coincide with the beginning of the page, the blank space left must be cancelled by drawing a line across it.

(*g.*) If a scholar leave before the two hours of secular instruction expire, his mark for presence must be cancelled by drawing a ring round it, thus ⊗.

(*h.*) Registers must be original, and not copied from slates, papers, &c., on pretence of keeping them clean, or any other plea.

(*i.*) The number of attendances made by each scholar during the week must be entered at the end of each week.

(*k.*) When a half or whole holiday occurs a line should be drawn down the whole length of the column or columns.

NOTE.—If in any case this is impossible owing to the construction of the register, a note must be made *at the time* on each page of the register and also in the log-book.

(*l.*) For longer periods, "holiday" must be written across the columns, and the precise date at which the holiday begins and ends must be noted in the log-book.

12. At the foot of the attendance columns for each week must be entered :—

(*a.*) The number of times the school was open, morning and afternoon.

(*b.*) The total number of attendances made by all the scholars on this page of the register during the week.

(D.)—REGISTER OF SUMMARIES.

1. The weekly entries of the attendance of each class must be transferred from the class registers *at the end of each week* into appropriate pages in the register of summaries, and the average attendance of the school or department for each week recorded (Art. 26).

2. The number of scholars on the admission register must be recorded at the end of each week.

3. At the completion of the year, the annual averages for the whole school (as well as for each department, if the school consists of more

Digitized by Google

than one department,) must be struck and entered for boys and girls separately:—

(*a.*) Under 3,
(*b.*) Between 3 and 7,
(*c.*) Above 7,

and the highest weekly average noted.

4. The register of summaries should be clear, and must show the results asked for in the Managers' Return, Form 9.

(E.)—General Rules.

1. The various registers must be kept under careful supervision by the managers, who should verify for themselves at occasional visits to the school without previous notice being given to the teacher, as a rule *at least* once in each quarter, that all the foregoing rules have been duly observed. They should also call the roll, and by comparing the number of attendances as summed in the register with the numbers actually present, see whether the attendances at that meeting have been correctly entered. On each of these occasions a *dated entry* should be made by the managers in the log-book and on the registers themselves.

2. All registers, when filled, should be put away and preserved for at least five years.

3. A copy of these regulations must be kept in every school or department, and must be accessible to every teacher who is entrusted with the marking of registers; and my Lords recommend that it be printed *in extenso* in every register drawn up for use in inspected schools.

The above rules are intended for day schools, but must be applied as far as possible to evening schools.

26th March 1887.

SCHOOL SUPPLY.

Circular to School Boards.

Circular 86.

Scotch Education Department,
Dover House, Whitehall, London, S.W.,
26th March 1887.

Sir,

As my Lords find it desirable to carry their information as to the school supply throughout the country up to the present date, I am to enclose a form of inquiries (Supply Form 2), and to request that it may be filled up and returned to this office before the 15th of May next.

I am to call your special attention to the column set apart for recording the average attendance of scholars in the various schools, and to express their Lordships' desire that you will, wherever practicable, obtain and give this information in connexion with all the schools in your board's district, and will not confine it merely to those which are in receipt of annual grants.

I have, &c.
H. Craik.

Digitized by Google

Enclosure to Circular 86.

Supply Form 2.
Scotch Education Department.

RETURN up to 31st March 1887 for the District of the School Board of the _____ * of _____ in the county of _____.

* Burgh or Parish.

1. The population of the district is estimated to be _____.
2. The number of children of school age (5–14) is _____.
3. The rateable value of the district is £ _____.
4. The school rate for the current year is _____ in the £.
5. The school supply in public, State-aided, and other *efficient* schools, as shown on the annexed table (pages 3 and 4), is sufficient

for _____ boys
„ _____ girls
„ _____ infants
} Total { _____ in elementary schools.
_____ „ higher class schools.

A, or No.

6. There is † _____ deficiency in accommodation.
7. That deficiency (if any) the board propose to supply in the manner described on page 2.

Signed _____

Chairman or Clerk _____

of the School Board of _____

_____ 188__.

Here describe how any deficiency is proposed to be supplied.

Digitized by Google

I.—PUBLIC SCHOOLS (Names in full).	Number of Scholars for whom Accommodation is provided.				Total Number in average Attendance.	State whether the School, under Act of 1872, is— V = Vested in, T = Transferred to, A = Acquired, or B = Built by the School Board.	State whether intended to be T = Temporary or P = Permanent.	If aided with a Building Grant, or Loan, state Amount of	
	Boys.	Girls.	Infants.	Total.				Grant.	Loan.
(*a.*) *Existing.*									
		Total -		—	—				
(*b.*) *In course of being supplied.*									
		Total -		—	—				
II STATE-AIDED SCHOOLS (not Public).						State designation in full: whether C. S. = connected with Church of Scotland; E. = Episcopal; F. C. = Free Church; R. C. = Roman Catholic; or as the case may be.			
		Total -		—	—				
III. OTHER SCHOOLS, not in receipt of Annual Grants, ascertained by the Board, under § 30 of the Act of 1872, to be efficient.									
		Total -		—	—				

Digitized by Google

IV.—COMBINATION SCHOOLS, if any, provided or maintained under Sect. 42, with the Amount of Accommodation provided in each School for each School Board respectively.

[*These Schools should be entered also on the preceding page; the accommodation there given being that provided for this Board only.*]

SCHOOLS (Names in full).	Situated in *	Names of School Boards combining.	Amount of Accommodation belonging to each.	Total Accommodation.	Total Number in Average Attendance.

* Insert name of School Board District.

V.—HIGHER CLASS PUBLIC SCHOOLS under the Management of the School Board. (Sect. 62.)

Name in full.	Amount of Accommodation.	Average Attendance of Scholars for past Year.

VI.—HIGHER CLASS SCHOOLS *not* under the Management of the School Board.

Name in full.	Amount of Accommodation.	Average Attendance of Scholars for past Year.

Digitized by Google

INSTRUCTIONS TO H.M. INSPECTORS AS TO EXAMINATION IN NEEDLEWORK (SCHEDULE III.)

Circular 87.
Scotch Education Department,
May 1887.

1. Forty-five minutes should generally be given to this examination.

2. A table of exercises, suitable to be worked in this time, is annexed. The material required for each is shown. *The exercises, if completed so far as to furnish a proper test, will satisfy the requirements of the examination.*

3. It is desirable that, as a rule, and when the numbers in the standards are sufficiently large, the whole of the exercises should be given. You should therefore divide the scholars in each standard examined into as many groups (A. B. C., &c.) as there are exercises to be performed, and assign one exercise to the children of each group. Thus, for example, Standard IV. would be divided into five groups, and each of the five exercises would be worked in one of the groups.

4. Suitable needles, cotton, thimbles, and scissors, if not given out beforehand, should be in readiness for distribution with the other materials, so that time may not be lost at the examination. Each girl should fasten securely together the different specimens if the exercise include more than one.

5. If the specimens are taken away for examination, it is desirable that at the close of the time allotted, each child's work should be folded separately, the exercises in each group tied together, and the whole made up in standards, and fastened up, with the name of the school outside.

6. Coloured cottons are recommended throughout. The object of giving two colours is to test the children's knowledge of "joinings"; this must be attended to in all cases.

7. Great attention should be paid to evidence of carefulness in teaching "joinings" and "fastenings" on and off, and to general neatness of finish.

8. In cutting out, more credit should be given to correct proportions and useful intelligent work than to elaborate or trimmed paper models. This applies more particularly to the cutting out that may be shown as part of the work of the year.

9. It is of great importance that teachers of all grades should give evidence of their power of teaching needlework by demonstration and by the simultaneous method; you should therefore, whenever practicable, call upon one or more of the pupil-teachers and assistant teachers in each school, and especially the certificated assistants, to give an oral lesson in your presence.

10. In infants' classes the children, including those who are too young to work exercises, should be prepared to go through the movements of needle, position, and knitting pin drill, in your presence.

Digitized by Google

In the following TABLE the requirements of the Code for each Standard are divided into groups of moderate length, any one of which may be given by the Inspector in their respective Standards.

Infants, Lower Division.	Infants, Upper Division.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standards VI. and Ex-VI.
A.—To hem 3 inches in one colour.	A.—To hem 5 inches in one colour. B.—To knit 6 rows of 12 loops previously cast on.	A.—To work in two colours (so as to show a join) a hem of 5 inches. B.—To knit 12 rows of 12 loops with chain edge and cast off. C.—To work a sew and fell seam of 5 inches.	A.—To fix and work a sew and fell seam of 5 inches in cotton of two colours, so as to show a join in the cotton, both in seam and fell. B.—To cast on 12 loops, and knit 12 rows, ribbed, purl, and plain, and afterwards cast off.	A.—To fix for stitching, and work not less than half of 5 inches, and sew on a string. B.—To cast on 30 loops and knit with 4 pins 10 rounds, breaking and joining the cotton at least once, and cast off. C.—To darn on canvas 20 rows 1½ inches long, and to work 3 inches of herring bone.	A.—To gather and stroke down 7 inches, and fix into a band of 3 inches, and set in 1½ inches. B.—To put in a flannel patch about 2 inches square. C.—To cast on 21 loops and knit with two pins 30 rows, showing seam, stitch, and three decreasings on each side as for the back of a stocking. D.—To double down as for a band and on this cut and work a buttonhole, one end round, the other braced, and to sew on a linen button. E.—To mark on canvas two letters chosen by the Inspector from the following:—E, H, I, L, O, T, and to darn an irregular space about 1 (square) inch on stocking material.	A.—To turn down a hem ¼ in. wide, to fix two tucks 5 inches long, and to run at least half of one. B.—To put in a calico patch 2 inches square. C.—To cast on 25 loops, and with two needles knit the heel of a stocking, turn it, and cast off. D.—To cut out and tack together the pattern of a pinafore for a child, and to cut and work a buttonhole. E.—To plain darn a hole in stocking material, and mark on coarse linen a letter chosen by the Inspector. F.—To sew and fell together 1 inch of two pieces of calico, and to put in a gusset as for the body of a shirt and stitch it across.	A.—To cut out and tack together a pattern of girl's chemise or child's frock body, and cut and work a button hole. B.—To darn on coarse linen a diagonal cut ½ inch long. C.—To put in a print patch about 2 inches square. D.—On a prepared piece of knitting with four pins, divide for and knit a thickened heel, turn it, pick up the gusset, knit three rows, and cast off. E.—To hem and whip 6 inches of frill and set on to a calico band.

See Note 3 in Schedule III. of the Code (needlework) as to "fixing" and "casting on."

Digitized by Google

Materials required for the Exercises in each of the above groups.* (*See* preceding page.)

N.B.—The sizes specified below are intended as a guide to teachers.

Infants, Lower Division.	Infants, Upper Division.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standards VI. and Ex—VI.
A.—A piece of calico 5 inches by 2½, fixed for hemming, and coloured cotton.	A.—A piece of calico 5 inches by 2½, fixed for hemming, and coloured cotton. B.—A pair of knitting pins, with 12 loops cast on, and cotton.	A.—A piece of calico 5 inches by 2½, and cotton of two colours. B.—A pair of knitting pins, and cotton. C.—Two pieces of calico 5 inches by 2½, and coloured cotton.	A.—Two pieces of calico 5 inches by 2½, and cotton of two colours. B.—A pair of knitting pins, and cotton.	A.—A piece of calico 5 inches by 2½, and a piece of tape 2 inches long. B.—A set of four knitting pins and cotton. C.—A piece of canvas 4 inches square.	A.—A piece of calico 7 inches by 5, and a piece 3½ inches square. B.—A piece of flannel 4 inches square, and a piece 3 inches square. C.—A pair of knitting pins, and cotton. D.—A piece of calico 3 inches square, and a linen button not pierced. E.—A piece of canvas 3 inches square, and a piece of stocking web 3 inches square.	A.—A piece of calico 5 inches square. B.—A piece of calico 5 inches square, and a piece 2 inches square. C.—A pair of knitting pins, and cotton. D.—A piece of tissue or lined paper about one square yard, and a piece of calico 3 inches square. E.—A piece of stocking material 3 inches square, and a piece of yarn or coarse linen 3 inches square. F.—Two pieces of calico 5 inches by 2½, and one piece for gusset, square or triangular.	A.—A piece of tissue or lined paper and a piece of calico 3 inches square. B.—A piece of yarn or coarse linen 3 inches square. C.—A piece of print 5 inches square and one piece 2½ inches square. D.—A piece of knitting on four pins containing five rows of 41 loops. E.—A piece of mull muslin 6 inches by 1, and a piece of calico 3 inches square.

* The material required should be carefully prepared and arranged beforehand. The quantity provided should be sufficient to furnish work for children grouped according to Rule 3; *e.g.*, for 24 children in Standard V. it will be sufficient to have six packets of material prepared for four children in each group.

Digitized by Google

Pupil-teachers.

On the day of annual examination, an exercise will be given testing the pupil-teachers' knowledge of the needlework of their year, in accordance with the requirements of Schedule III.

Each pupil-teacher must provide herself with material as follows:—

1st Year.

1 piece of calico 9 inches square.
1 piece of tape 2½ inches long.
1 linen button (unpierced).
Suitable needles and sewing cotton.
1 pair of knitting pins and knitting cotton.

2nd Year.

1 piece of calico 9 inches square.
1 piece of tape 2½ inches long.
1 linen button (unpierced).
1 piece of flannel 6 inches square.
Suitable needles and sewing cotton.

3rd Year.

1 piece of calico 9 inches square.
1 piece of tape 2½ inches long.
1 linen button (unpierced).
1 piece of print 6 inches square.
1 piece of stocking web 4 inches square.
4 knitting pins and knitting cotton.
Suitable darning and sewing needles and cotton.

4th Year.

1 piece of calico 9 inches square.
1 piece of mull muslin 1 × 6 inches.
1 piece of tape 2½ inches long.
1 linen button (unpierced).
1 piece of coarse linen 4 inches square.
1 piece of stocking web 4 inches square.
Suitable darning and sewing needles and cotton.

Digitized by Google

SPECIAL GRANT UNDER ARTICLE 19 A (1) TO CERTAIN SPECIFIED COUNTIES.

To Chairmen of Parish School Boards in the Specified Counties.

Form 33.

Scotch Education Department,
Dover House, Whitehall, London, S.W.,
28th January 1887.

Sir,

In requesting you to be good enough to fill up one of the enclosed schedules of inquiries (33 (*a*)), and to place it in the hands of Her Majesty's Inspector *as soon as possible after the date therein specified*, I am to point out that it is of the utmost importance that the information given in these returns should be absolutely correct.

In particular, the precise number of children of school age, that is, between the ages of 5 and 14, in the district, should be carefully ascertained, and when their number falls below that recorded in the last census returns, an explanation accounting for the decrease should be given.

Such of the statistics as may be supplied to the school board for the purposes of the schedule by their compulsory officers, teachers, and others, should be most carefully verified, and it should be clearly understood that for the accuracy of all the returns your board must be regarded as assuming full responsibility.

Incomplete or inaccurate returns will not only cause inconvenience and delay, but may also lead to serious loss of grant.

I have, &c.
H. Craik.

Enclosure to Form 33.

[33 (a).]

Scotch Education Department.

Special Grants under Art. 19A (1) of the Code to Schools in certain Counties specified in that Article.

Schedule of Inquiries relative to the Parish or School Board District of _____ *in the County of* _____ *for the Year ended* _____ 188__.

Digitized by Google

I.

(1.) Number of Children on the Registers of (*a.*) Public Schools,* (*b.*) aided Schools other than Public, (*c.*) other efficient Schools.					(2.)	(3.)
Name of School.	Number of Children.		Total.	Average Attendance (Article 26 of the Code).	Number of Children of School Age.	Educational proficiency of Children of School Age.
	Under 14.	Over 14.				
					(*a.*) Attending school outside the parish (state particulars).	(*a.*) What is the total number of children of school age (5 to 14) in the district?
					(*b.*) Over three miles from any school.	(*b.*) How many of the above have already passed Standard III.?
					(*c.*) Absent from other causes (to be specified).	
Total - - -						(*c.*) How many have passed Standard V.?
Deduct from above children, if any, from other parishes - -						
Leaving as the total number of children attending the schools named who belong to the district of this school board - - - - -						

* Any children taught in groups under Article 19 D (*a*) should be entered separately below the numbers given for the central school.

Digitized by Google

II.

1. How many parents were summoned to appear before the Board (Education (Scotland) Act, 1872, s. 70)?
2. How many parents were prosecuted—
   (*a.*) Before the sheriff (give dates)?
   (*b.*) Before justices of the peace (give dates)?
3. How many employers were prosecuted?
4. How many attendance orders (Education (Scotland) Act, 1883, s. 9) were issued?
5. How many meetings were held during the year for the purpose of dealing with defaulters—
   (*a.*) Of the school board?
   (*b.*) Of committees of the board?
6. What arrangements are made for systematic reporting to the school board (by compulsory officer, teacher, or otherwise) of all cases of illegal employment of children?
7. How often is each school (public or otherwise) visited by the compulsory officer?
8. Specify any other means employed by your board for the encouragement of regular attendance on the part of all children in the district (including those beyond the statutory limit of school age).

We hereby certify that to the best of our knowledge and belief the above entries are correct.

_____ } Members of School
_____ } Board.

_____ Clerk of School Board.

_____ 188__.

III.—Remarks of Her Majesty's Inspector.

IV.—To be filled up in the Scotch Education Department.

Digitized by Google

LIST of TEACHERS whose Certificates have been cancelled or temporarily suspended, and of Schools the Grants to which have been refused, in consequence of falsified or inaccurate Registration, &c.

Name of Teacher.	Name of School.	Cause.	Penalty.
Allan, Mary S. -	Macduff, Murray's Institution.	Fraudulent registration.	Certificate suspended for one year from 1st June 1887 and grant reduced three-tenths.
Cameron, David -	Daviot, Public -	,, -	Certificate suspended for one year from 1st May 1887 and grant reduced two-tenths.
Logan, Donald -	Strath, Broadford Public.	Fraudulent registration (admission as well as attendance registers).	Certificate suspended for two years from 1st November 1886 and grant reduced two-tenths.
McRae, Donald -	Kinlochluichart, Public.	Fraudulent registration.	Certificate suspended for one year from 1st October 1886 and grant reduced two-tenths.
Mulholland, Margt.	Coatbridge, St. Patrick's Roman Catholic (Infant Department).	Falsification of registers (detected on a visit without notice of H.M. Inspector, who found 65 children present, whereas 103 were marked present in registers).	Entire infant department grant withheld.
Munro, Donald -	Uig, Bernera, Public	Fraudulent registration.	Certificate suspended for one year from 1st December 1886 and grant reduced two-tenths.
Patterson, Henry -	Ruthven, Public -	,, -	Certificate suspended for one year from 1st June 1887 and grant reduced five-tenths.
Tomison, William -	Sellibister, Public -	,, -	Certificate suspended for one year from 1st October 1886 and grant reduced three-tenths.

Digitized by Google

Name of Teacher.	Name of School.	Cause.	Penalty.
Weir, James Coghill	Polmont, Public -	Fraudulent registration, &c.	Certificate suspended for three years from 1st July 1886 and grant reduced one-tenth.

NOTE.—In addition to the above there have been several cases in which less severe penalties have been inflicted for minor offences connected with faults of registration.

Digitized by Google

PAPERS relating to EDUCATION, presented to PARLIAMENT by the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND.

Reports.

Report to Her Majesty the Queen in Council, 1885-86, with Appendix. [C.—4850.-1.] Price 2*s.* 2*d.*

Thirteenth Annual Report by the Accountant for Scotland to the Scotch Education Department. [C.—4787, 1886.] Price 7*d.*

Fourteenth Annual Report by the Accountant for Scotland to the Scotch Education Department. [C.—5092, 1887.] Price 7*d.*

Minutes.

Minute dated 30th July 1886 Amending the conditions of the Code as it applies to the counties of Caithness and Sutherland. [C.—4865.] Price ½*d.*

Code 1887. [C.—4970.] Price 3½*d.*

Return.

Return showing (1) the expenditure from the grant for public education in SCOTLAND in the year 1886, upon annual grants to Elementary Schools; and (2) the actual number of elementary schools on the annual grant list, &c., and the results of the inspection and examination of Elementary Schools during the year ending 30th September 1886. [C.—5011, 1887.] Price 2½*d.*

EDUCATIONAL ENDOWMENTS (SCOTLAND) ACT, 1882.

Report.

Fourth Report of the Educational Endowments (Scotland) Commission: with Evidence and Appendix. [C.—4981, 1887.] Price 2*s.* 11*d.*

Schemes.

Copy of Scheme for the management of the Endowment known as the Dollar Institution, or John M'Nabb's School, in the Parish of Dollar and County of Clackmannan. [H.C. 24—1. Sess. 2, 1886.] Price 1*d.*

Copy of Scheme for the management of the Endowments, in the Burgh and County of Inverness, known as the Royal Academy, the Mackintosh Farr Fund, the Bell Fund, the Duncan Bequest, in so far as applicable to educational purposes, the Ettles Bequest, the Denoon, Colin Davidson, and Logan Bequests, the Laird of Mackintosh Bequest and the Hector Fraser Bequest. [H.C. 24. Sess. 2, 1886, and H.C. 63, 1887.] Price 1*d.*

Digitized by Google

Copy of Scheme for the management of the Endowments, in the Burgh and Parish of Hamilton and County of Lanark, known as the Burns' Bequest, the Hamilton Orphan and Charity School, the Hamilton Orphan Society, and Bequest, known as the Duchess Anne's Bequest. [H.C. 12, 1887.] Price 1*d.*

Copy of Scheme for the management of the Endowment, in the County of Fife and Burghs of Kirkcaldy and Kinghorn, known as Robert Philp's Trust Estate and Schools. [H.C. 118, 1887.] Price 1*d.*

The above papers may be purchased, either directly or through any Bookseller, from any of the following Agents, viz., Messrs. Adam and Charles Black, of Edinburgh; Messrs. Hansard and Son, 13, Great Queen Street, W.C., and 32, Abingdon Street, Westminster; Messrs. Eyre and Spottiswoode, East Harding Street, Fleet Street, and Sale Office, House of Lords; Messrs. Alexander Thom and Co., Limited, or Messrs. Hodges, Figgis, and Co. Dublin.

Digitized by Google

INSPECTION OF HIGHER CLASS SCHOOLS, 1887.

CIRCULAR TO CLERKS OF SCHOOL BOARDS OR OTHER CORRESPONDENTS FOR HIGHER CLASS SCHOOLS (BURGH AND VOLUNTARY).

Circular 83.

Scotch Education Department,
Dover House, Whitehall, London, S.W.,
18th March 1887.

SIR,

ADVERTING to their Lordships' circular letter of 15th January 1886, I am to state that my Lords have had under consideration the arrangements for the inspection of higher class schools during the present year, in the light of the experience gained during last year, when the work was first undertaken by the Department.

The results of this experience will, it is hoped, enable my Lords to adopt certain useful modifications in the arrangements; but, in view of the fact that the whole subject is under the review of the Committee of Enquiry now sitting, my Lords have resolved to proceed generally upon the lines indicated in their letter of 15th January 1886, and to allow the present system to be tested by the further experience of the present year, which, as they anticipate from the applications before them, will be on an extended scale.

My Lords are anxious that the examiners appointed should not only test the work of each school by examination, but should also, where it is possible, see something of the school in ordinary working order, and learn the objects at which the school authorities chiefly aim in its organisation.

With this view, I am to request you to inform my Lords, as soon as possible, whether inspection is this year desired for the school which you represent, and to furnish the Department in due course thereafter with such statistics relating to the school as were asked for in their Lordships' circular letter of 15th January 1886 (Circular 74).

In the case of schools which were examined last year under the direction of this Department, my Lords would be glad to consider such suggestions as the managers have to offer with respect to any modifications in the arrangements then adopted.

I have, &c.
H. CRAIK.

CIRCULAR TO CORRESPONDENTS OF HIGHER CLASS SCHOOLS INSPECTED UNDER THE EDUCATIONAL ENDOWMENTS (SCOTLAND) ACT, 1882.

Circular 85.

Scotch Education Department,
Dover House, Whitehall, London, S.W.,
18th March 1887.

SIR,

WITH a view to the completion of arrangements for the inspection of higher class schools this year, I am directed by my Lords to inquire at what time it will be most convenient that the inspection of

Digitized by Google

the above school, in terms of section 19 (or section 45) of the Educational Endowments (Scotland) Act, 1882, should take place.

My Lords would be glad if you would, at your early convenience, furnish them with such statistics relating to the school as were asked for in their Lordships' circular letter of 15th January 1886 (Circular 74).

In the case of schools which were examined last year under the direction of this Department, my Lords would be glad to consider such suggestions as the managers have to offer with respect to any modifications in the arrangements then adopted.

I have, &c.
H. CRAIK.

Enclosure to Circulars 83 *and* 85.

To Clerks of School Boards, or other Correspondents for Higher Class Schools.

Circular 74.

Scotch Education Department,
Dover House, Whitehall, London, S.W.,
15th January 1886.

SIR,

ADVERTING to the circular issued on 12th June last, I am to state that my Lords have now had the opportunity of carefully considering the answers which that circular has called forth, and are prepared to make arrangements for the inspection of Higher Class Schools during the current year.

As it is very desirable that the arrangements should be completed as soon as possible, I am to ask you to give notice, not latter than the 15th of February, whether it is the intention of your board, or of the managers of the school which you represent, to apply for inspection.

You are aware that by sections 19 and 45 of the Educational Endowments Act, 1882, this inspection is compulsory in the case of schools dealt with under that Act, the Endowed Institutions (Scotland) Act, and the Endowed Institutions (Scotland) Act, 1878; and that in such cases the cost of the inspection must be paid out of the funds of the endowment.

In the case of higher class public schools, for the inspection of which application is made by school boards under section 20 of the Education (Scotland) Act, 1878, my Lords hope to be able to defray the expense, a temporary grant for that purpose having been obtained.

With respect to higher class schools which do not fall within either of these heads, my Lords are prepared to make arrangements for their inspection on receiving applications in terms of section 19 of the Education Act, 1878, and on learning that the expenses of such inspection will be defrayed by the managers.

It is difficult for my Lords to give any exact estimate of the cost of such inspection, as it must depend upon many circumstances, such as the number of scholars, the extent to which the classes are divided, the variety of subjects taught, and the degree to which the examination is to be individual or by classes, written or oral. In some cases the managers may think it well to make other arrangements for the inspection of the junior classes, leaving the higher classes alone to be examined by the examiners named by the Department. My Lords fear that the limited sum at their disposal will render it necessary to restrict the inspection of higher class public schools (for which no fee is to be exacted) within these limits.

As a rule, my Lords think that the cost of the inspection of a school with an average attendance of 300 pupils, with the usual subjects of instruction, will

Digitized by Google

not exceed 30*l.* or 35*l.* But this must be understood to be only a general estimate, which may be considerably affected by the circumstances of each particular case. As further experience is gained, both as to the extent to which inspection is desired, and the conditions under which it may be most usefully carried on, it may be possible to adopt some uniform plan; but at present my Lords desire to learn, and, as far as possible, to give effect to, the views of managers, in which considerable diversity may be found, according to the circumstances of each locality, and the objects aimed at by each school.

My Lords do not propose at present to make permanent appointments to the office of inspector of higher class schools. Such appointments would be at present premature; and my Lords hope to find, in the experience of school boards and other managers as to examiners in the past, some guide in their own choice of gentlemen to give assistance in the first stages of the new system. What arrangement may ultimately be adopted it is impossible to say; but my Lords are unwilling at present to commit themselves to any course which might prevent that free development of the system by mature experience which they desire. It will be their Lordships' object to secure the services, as occasion arises, of gentlemen fully qualified for the work, both in respect of attainment in each subject and experience in regard to secondary and higher education.

In connexion with the inspection, the suggestion has been made that their Lordships should issue a certificate, based on the result of the examination of the highest classes in these schools, which would serve as a measure of the attainment fairly to be expected in the case of pupils completing a course of secondary education.

My Lords attach much importance to this proposal, which they find to be favourably received by all those most interested in the state of higher education in Scotland, and which, if adopted, might serve to mark the line dividing the sphere of such higher schools from that of the universities. It would, of course, be necessary to give considerable freedom of choice as to subjects; but the examination might be so arranged as to cover generally the subjects of the arts' course in the Scotch universities, with modern languages, history, and science as additional subjects of choice.

Before the standard for a certificate and its relation to the curriculum of each school can be definitely fixed, it would be necessary that the matter be carefully considered by the Department in communication with those who have most experience in regard to such schools.

Should inspection be desired for the school which you represent, I am to ask you to state the average number of pupils at the school, the subjects of instruction, and the division of the classes or forms, and to send a copy of the time-table as arranged for each part of the school, with the names of the text books used. I am also to inquire whether it has been usual to have a report upon the whole school from outside examiners, or only on the highest classes; whether one or more examiners have been employed; whether any prizes or certificates are awarded on the result of individual examination; and to what extent the inspection (if previously customary) has been carried out orally or by written papers, and in the latter case whether the examination has been confined to certain specified books, or has aimed at testing the general knowledge of each subject possessed by the pupils.

It would be well to state generally what arrangements the managers have hitherto made for the inspection, and if the previous reports have been printed, my Lords would be glad to have copies, and also to know whether any part of the school is, or is to be, examined in connection with the Science and Art Department.

I am to request you also to state the period of the year within which it would be convenient that the inspection should take place.

I have, &c.
H. CRAIK.

Digitized by Google

Instructions to Examiners of Higher Class Schools.

Circular 88.

Scotch Education Department,
Dover House, Whitehall, London, S.W.,
May 1887.

Sir,

In connection with the examination of higher class schools under the direction of the Department, I am to ask your attention to the following points:—

My Lords attach much importance to the report of the individual results of the written examination in the higher classes; and while they desire to have your view as to the general efficiency of any school in the examination of which you take part, they would also be glad to have a statement of marks assigned in the case of some of the higher scholars, and to have a short report as to any views which you may form with regard to the expediency of issuing a certificate to individual scholars as a result of the final or "leaving" examination in these schools, and stating how far such an examination is capable of application to the school to which your report relates.

In the examination of the classical as well as of the modern languages, my Lords think the papers set should comprise questions on grammar as well as composition and translation, and that the latter should be tested by unseen passages as well as by those taken from the books read.

Where it can be arranged, it would be most convenient that the examination papers should be forwarded in anticipation of your visit to the school for the oral examination, so that you might have before you the answers to these as a guide in your subsequent inspection of the school.

In connection with any telegram *to this Department* which may be necessary in the work of inspection, I am to inform you that such telegram will be forwarded free, if you write the words "Scotch Education Service" in the space for postage stamps at the right top corner of the ordinary telegraph form.

I have, &c.
H. Craik.

To Correspondents of Higher Class Schools.

Form 48.

Scotch Education Department,
Dover House, Whitehall, London, S.W.,
May 1887.

Sir,

With reference to the examination of the above school I am to ask you to forward at your earliest convenience such of the following particulars as you have not already furnished:—

1. The exact date most suitable for the examination (oral and written).
2. The arrangement of classes.
3. The number and average age of the pupils in each class.
4. The work done in each class and the text-books used.

Digitized by Google

5. The number of hours assigned each week to each subject.

6. A list of the staff, stating what subjects each master teaches and the number of hours he is employed each week.

Any paper set to the classes by the masters during the year on the subjects which they have taught should be sent.

The written examination will be held, if possible, before the oral examination, and some person should be present on behalf of the school authorities during the whole of that written examination, and it should be his duty to collect, seal up, and deliver or forward to the examiners the papers written. Such person presiding is to receive any remarks on, or criticisms of, the papers set which are offered by the masters, and these are to be written down and forwarded with the papers.

I have, &c.

H. CRAIK.

Digitized by Google

General Report, *by* Professor Chrystal, *on the* Examination in Mathematics of Twelve Secondary Schools *in* Scotland.

My Lords,

In accordance with the permission given me, I have made this year an experiment on a somewhat large scale in order to test the possibility of instituting a general leaving examination for secondary schools in Scotland. The result of this experiment has proved both interesting and important. It has shown clearly, to me at least, that, so far as mathematics is concerned, the institution of a leaving examination will be attended with no great difficulty, and probably with much advantage to our secondary schools.

In order to make clear the reasons for the course which I ultimately followed, it will be necessary that I should state briefly my ideas regarding the object and advantages of a leaving examination.

Perhaps the most important object of a leaving examination is to set a minimum standard for the highest work of the secondary schools, and to mark, to some extent, the boundary between their province and that of the universities. This standard must be so high as not to discourage progress in our best equipped schools, and yet not so high as to snuff out the too many schools in Scotland that are as yet inadequately equipped to meet modern requirements. Some have thought that an entrance examination conducted at the universities would better answer the above object. My experience has taught me another lesson. I believe that the force of circumstances would speedily lower the standard in any university entrance examination, not merely to the level of our poorest secondary schools, but lower still, viz., to the level of the teaching of special subjects in the primary schools, many of which are at present actually doing the work of secondary schools in large towns where, if our educational machinery were properly co-ordinated, there is no need for them to undertake any such function. To stereotype by official sanction any such standard for university entrants would be disastrous, not only for secondary schools properly so called, but, in the end, for the universities themselves.

One of the chief advantages (I cannot without unduly swelling this report allude to all) of a leaving examination would be that it would lighten considerably an unnecessary burden which at present oppresses the secondary school. In the same school there may be pupils preparing for the university entrance, for a three years' course, for the medical preliminary examination, for the actuarial first examination, &c. Each of these examinations has a standard of its own, and very often also set subjects peculiar to itself. Hence arises a great waste of the teacher's time and much interference with the proper organisation of the school. I believe that if a leaving examination were instituted and conducted under State auspices with proper guarantees of impartiality, all the various bodies concerned with the above examinations would accept, *pro tanto*, certificates of passes in the subjects of that examination; and thus the need for separate preparation, not to speak of separate examination, would cease.

There is universal agreement in Scotland that pupils from the highest class of a well-conducted secondary school ought to be able to enter on a three years' course at the university. This at once settles the highest standard for the leaving examination; the minimum in each subject must be sufficient to justify exemption from the work of the junior university classes as usually arranged. With the exception of the arith

Digitized by Google

metic paper, which was supposed to be taken by all the examinees, the papers peculiar to this standard are marked I. My experience led me to think, and the result proved that I was right, that some of the schools in my group could present very few pupils fit to pass the standard just mentioned. Moreover, the standard of the medical preliminary examination is, I regret to say, very far behind the standard for the three years' course. I was, therefore, led to fix an additional lower standard, the papers belonging to which I marked II.

The next point was to settle how to meet the varying professions of the schools. The circumstances this year were the most unfavourable that could be imagined; for no notice whatever had been given to the schools that any common examination was intended. I found, however, on looking over the professions, that most of the schools that came near Standard I. had somewhat exceeded the limits it supposes. I, therefore, set eight questions within those limits, and, to give scope for those who had gone beyond, I added four questions to be taken either alternatively or in addition. A similar arrangement was made in the papers of Standard II. to meet the cases where Euclid, Books I. and II. on the one hand, or Euclid, Books I. and III. on the other had been professed, and other diversities of the like description. The pupils were thus set down to a long paper with plenty of questions to choose from. Somewhere about seven of the questions, fully answered, would have secured 100 per cent.; so that a well-trained clever pupil might have got—in fact, several did get—over 100 per cent. I took 30 per cent. as the pass standard. With regard to the difficulty of the questions, I have to point out that only a part of each question could be strictly called bookwork, *i.e.*, was such as could be answered by rote. A pupil who knew his bookwork exceedingly well, and nothing else, might have passed, but he would have done little more. It is necessary to point this out, because comparisons have been, or are likely to be, made between the number of passes obtained on my papers and the number of passes obtained in special subjects at the primary schools, and in kindred examinations. I have procured specimens of the questions set in these examinations, and in the examinations of pupil-teachers by primary school inspectors and others, and must say, once and for all, that no comparison is possible. The only case where there is any approximation to a sufficient university standard in any of the latter class of examinations is in arithmetic. In arithmetic, for various reasons, I am not clear how the matter stands, and should much like to have the opportunity of setting to a primary school a paper such as I set to my group this year, to see how they would stand fire. It is of course no business of mine to criticise the standards in specific subjects. All that I here insist upon is that they are insufficient for university purposes; and of this I have, unhappily, other evidence in my experience of junior class students at the university who have come up with no better qualification than the passing of these standards.

A number of papers were set in special subjects which would not be compulsory in any leaving examination under present education circumstances, such as geometrical conics, analytical geometry, and differential calculus; these were taken up by a very small number of pupils, and need not be considered here.

Along with this report I have sent separate reports in detail for each of the 12 schools examined by me, which contain the results obtained in the examination above described, and also the results of the oral examination where there was one. It was originally my intention to ask my Lords to publish and circulate the per-centages obtained by all the schools, together with a specimen list of pupils who might be held to have

Digitized by Google

passed my experimental leaving examination. For several reasons I now think that this would be unadvisable. As I have said, no notice had been given of the common examination, and no opportunity given to the schools to adapt themselves to its conditions. Some of the schools were examined nearer the end of their school year than others. In some cases the pupils took all the papers of a particular standard, in others they did not. In several cases the masters, misled probably by the low standards in "specific subjects," and in like examinations, had sent in pupils for papers above their capacity. The basis for an *absolutely strict* comparison of the schools does not therefore exist. The principal end which I had in view will be gained if my Lords will consent to publish and circulate the two tables which accompany this general report, giving the per-centages obtained by all the pupils sent up by the two best schools in my group. It will be seen that both these schools have had no difficulty in reaching the standard which I set in my model leaving examination. It is of importance to remark that these schools happen to be types of two very different kinds of secondary school. The Glasgow Academy is managed by a private company; the Glasgow High School is under the school board. The Academy draws its pupils mainly, I believe, from the upper middle class, and the number of pupils in each class is not large; the High School draws its pupils from a greater variety of sources; many of them come from country schools, and stay in the high school only for a year or two. The Academy is organised throughout on a literary basis; whereas the High School, if I understand its very complicated organisation right, is organised in more or less independent departments, the large number of pupils being dealt with by means of a numerous staff and much subdivision of class work. Seeing that two schools, so diversely constituted, have been able without difficulty to reach, and in some respects surpass, the standards which I fixed, there is an end of the contention with which I was occasionally met, that I had set my papers too hard; had, in short, fixed a "dream-standard" not to be reached by waking mortals. Several of my 12 schools did very fairly, although none so well as the two just mentioned. Some fell very far short indeed. All of which my experience of 9 or 10 years back had led me to foresee.

It remains now for the governing bodies, the teachers, and the parents of pupils in those schools, who have learned, by comparing their own reports with those appended to this report, that they have fallen more or less short of the standard reached by their neighbours, to take counsel together how their shortcoming is to be remedied. A failure in the general efficiency of a school, although it may be discovered by a comparative inspection, cannot be at once definitely brought home to its immediate cause; it may arise from want of endowment or equipment, want of business capacity and enterprise on the part of the governing body, inefficiency in the teachers, antiquated methods of instruction, defect of organisation in the school, *e.g.*, a badly arranged time-table, laxity of discipline, or want of interest in the higher education among the parents in the school district. Wherever any defect in a school was made apparent, either by the written or by the oral examination, or by an inspection of the buildings and school apparatus, I have not hesitated to state it plainly; although I have refrained in general from trying to lay the blame on any one in particular, lest I should rashly do an injustice. I trust that those concerned, whether teachers, governing bodies, or others, will listen with patience to my criticisms, believing that I have given them my most careful consideration, and that I have spoken neither lightly nor without experience. The time has arrived for plain speaking regarding our system of secondary education. Year

Digitized by Google

by year, since the re-organisation of the English schools under the Charity Commission, my experience as an examiner in Scotland has forced more and more upon me the unwelcome conclusion that, with a few exceptions here and there, we have been falling behind in higher education properly so-called. One of the results I expect from a leaving examination is that it will, if judiciously instituted, so as to combine a proper comparison of the schools with due individual freedom, prove a lever for the elevation of the majority to the standard at present attained by a small minority. In this connection I may quote a remark made to me by the sagacious and enlightened chairman of the school board of Dunfermline: "We have been doing, as we think, very well here; but "it would be good for us to see what our neighbours have done. Such "an examination as you speak of would let us see whom we have "surpassed and whom we have still to overtake."

In conclusion, I have to thank the officials of the Scotch Education Department, the various school board officials and members of governing bodies, and the teachers of the various schools, for their hearty co-operation, without which the failure of my experiment would have been assured. The work was new to all of us, and there were some hitches which would not occur another time if more notice of the manœuvre were given. As regards my own share of the work, the written examination involved the correcting of over 1,650 papers; part of this work had, at the last moment, to be delegated to my assistant, Mr. R. E. Allardice, in whose experience and judgment I could perfectly confide. I shall not grudge the labour that this experiment has cost me, if it help to convince your Lordships that a leaving examination for our Scottish schools is, as I think it, a possible and likely to be a profitable thing.

I have the honour to be, &c.

G. CHRYSTAL.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

Digitized by Google

APPENDIX I.

HIGH SCHOOL, GLASGOW, 1887.

ARITHMETIC.

Class XII.

Gray, C.	67
Hamilton, H. A.	69
Shanks, W. B.	57
Stewart, F. W.	57
Stewart, C. D.	31
Weddell, J. G.	53

Average age, 15.

Class XI.

Buchan, H.	78
Calder, J.	69
Crawford, J. B.	54
Kerr, H.	55
Mitchell, A. B.	63
Steven, J. W.	57
Wilson, A. W.	62

Average age, 15.

Class X.

Carswell, D. B.	85
Fraser, E.	71
Hurll, J. H.	62
Herbertson, R.	41
Kemp, W. A.	51
Linn, J. F.	55
Sutherland, E. A.	75
Aitken, G.	37
Birrell, J. K.	50
McKeller, J. E.	51
Macphail, F.	44
Millar, W.	43
Selkirk, D.	62
Young, J. H.	46

Average age, 14.

Class IX.

Bauchop, J. D.	59
Brown, J. F.	54
Dewar, J.	30
Easton, P.	51
Ferguson, J.	38
Glen, R.	83
Gulliland, A.	28
Hay, J.	28
Henshilwood, G.	28
Johnston, W.	59
Mackillop, G. H.	17
McHaffie, H. G.	36
Stewart, D. M.	53
Wood, J.	64

Average age, 14.

GEOMETRY I.

Class VIII.

Carswell, R.	53
Edington, P. F. W.	66
Macfie, J.	38
Mather, W. M.	45
Primrose, E. J.	42
Sadler, B. W.	46
Stewart, F. W.	38

Average age, 15.

Class VII.

Aitkin, J. R.	42
Duff, W.	40
Fraser, E.	27
Gray, C.	43
Guthrie, A. G. G.	68
Hutchison, C.	24
Lauder, T.	43
Macfie, F.	42
Macphail, F.	34
Mather, J. B.	61
Miller, J. A.	38
Reid, T.	52
Stewart, C. W.	65
Walker, E. A.	54
Walker, R. B.	46
Wylie, J. C.	41
Wylie, John	52

Average age, 15.

ALGEBRA I.

Duncan, G.	64
Duff, W.	79
Fraser, E.	46
Gray, C.	51
Guthrie, A. G.	66
Henderson, W. C.	51
Lauder, T.	51
Macfie, N.	41
McClure, A.	63
Martin, W.	61
Mather, J.	34
Primrose, E. J.	85
Reid, W. J.	106
Sadler, B. W.	59
Stewart, C. D.	55
Stewart, C. W.	83
Stewart, W.	66
Wallace, E. H.	88
Wallace, G.	68
Wilson, W.	35
Edington, P. F. W.	63
Wylie, J. C.	62
Wylie, John	62

Average age, 15.

Digitized by Google

HIGH SCHOOL, GLASGOW—*continued.*

TRIGONOMETRY I.

Duncan, G.	39
Stewart, W.	37
Wallace, E. H.	59

Ages, 17, 14, 14.

DIFFERENTIAL CALCULUS.

Reid, W. J.	77
Douglas, R. B.	57

Ages, 15, 18.

ANALYTICAL GEOMETRY.

Reid, W. J.	66

Age, 15.

GEOMETRY II.

Black, J.	66
Blair, W.	54
Doak, J.	41
Dykes, J.	54
Ferguson, R. W.	49
Frew, R.	49
Farquhar, W. D. B.	63
Hay, W.	62
Henderson, W. C.	61
John, W.	56
Kirkwood, W. A.	59
McGilchrist, A. C.	61
McIntyre, J.	53
McKeller, J. E.	57
Marr, H. C.	43
Martin, W.	70
Mollison, H. A.	48
Nimmo, W.	41
Patrick, H. C.	55
Robin, G.	65
Shanks, W. R.	53
Struthers, J. A.	55
Sutherland, E.	56
Wallace, J.	42
Watson, W.	50
Wilson, W.	40
Wolfe, F.	56
Steven, J. W.	49

Average age, 15.

ALGEBRA II.

Blair, W.	32
Brodie, J. B.	72
Bryce, J.	42
Cadzow, J.	72
Capie, S.	68
Dallachy, J.	66
Duncan, T.	64
Dykes, J.	78
Ferguson, D.	64
Findlay, J. D.	60
Foster, W.	44
Gibb, J. S.	66
Hatrick, R.	84
Hay, W.	84
Henderson, G. M.	80
Hunter, J.	62
Macfie, J. M.	59
McGilchrist, A. C.	65
McIntyre, J.	48
Marr, H. C.	86
Mather, W.	74
Miller, D. R.	76
Millar, J.	70
Miller, J. A.	84
Mitchell, A. B.	70
Moore, W. A.	84
Nicols, J. A.	61
Patrick, H. C.	82
Rodgers, W. L.	66
Ross, M.	56
Shedden, W.	56
Stevens, J. W.	76
Struthers, J. A.	86
Vost, J.	70
Walker, E. A.	84
Wilson, A. M.	60

Average age, 15.

TRIGONOMETRY II.

Duff, W.	54
Guthrie, A. G.	86
McClure, A.	72
Stewart, C. D.	45
Stewart, C. W.	80
Wallace, G.	88

Average age, 16.

Digitized by Google

APPENDIX II.

GLASGOW ACADEMY, 1887.

Class VI.	Arithmetic.	Geometry I.	Algebra I.	Trigonometry I.	Geometrical Conics.
Classical I.					
Baker, E. B.	83	55	73	41	54
Cowan, H.	74	55	81	21	—
Carslaw, H. S.	109	98	147	107	115
Hutton, W. K.	68	46	93	47	60
Muir, J. F.	86	61	96	56	91
Skinner, W. G.	57	45	62	20	52
Smith, A.	88	88	136	103	89
Sloan, D. N.	87	60	72	14	56
Young, F. S.	84	88	85	48	44
Classical II.					
McVean, D. A. D.	40	21	52	18(II.)	—
Moffat, R.	39	29	39	20(II.)	—
Whitelaw, C. E.	27	24	28	7(II.)	—
Modern I.					
McAllister, J. E.	47	51	78	26	30
Young, J. R.	71	66	97	36	50
Modern II.					
Anderson, J. A.	42	17	38	15(I I	—
Butters, J.	38	10	16	7(II.)	—
Chalmers, D. L.	42	15	48	28(II.)	—
Irvine, P. G.	57	48	63	60(II.)	20
Anonymous	—	—	—	—	28

Average age 16.

Digitized by Google

GLASGOW ACADEMY, 1887—*continued.*

CLASS V.	Arithmetic.	Geometry II.	Algebra II.
CLASSICAL I.			
Alexander, G. G.	41	42	60
Anderson, T. A. H.	57	62	80
Anderson, W. C.	68	66	84
Hodge, H.	51	99	112
Hay, W. M.	41	35	64
Robertson, L.	95	71	114
Taylor, A.	97	91	118
CLASSICAL II.			
Brown, C. E.	59	29	57
Grant, A. B.	8	2	28
Reith, A.	33	21	57
Sloan, T. P.	39	26	54
MODERN I.			
Anderson, G. C.	41	61	85
Birkett, C. W.	27	23	84
Cargill, D. W. T.	51	29	82
King, W. L. T.	63	62	94
Watt, T. H.	43	42	52
Wilson, W. M.	63	39	74
Wilson, W. R.	76	78	102
Buchanan, G.	83	51	96
MODERN II.			
Buchanan, R.	40	45	48
Buchanan, J.	31	15	54
Long, W. A. R.	47	44	60
Macnair, R.	14	24	42
Colquhoun, J.	64	38	48

Average age 15.

Digitized by Google

TABLES.

TABLE No. 1.—EXPENDITURE FROM EDUCATION GRANTS.

(TABLE A.)—*Classified according to Object of Grant.*

	For Year ended 31 Dec. 1886.	Compared with Year ended 31 Dec. 1885. Increase.	Decrease.
	£ s. d.	£ s. d.	£ s. d.
1. Annual Grants for Day and Evening Scholars — Day	460,160 5 1	39,079 14 2	—
Evening	3,883 11 0	- - -	432 14 6
2. Grants to School Boards under Act 35 & 36 Vict. c. 62. s. 67, 1872	6,871 9 1	226 0 0	—
3. Grants towards building and furnishing of School premises	- - -	- - -	4,369 14 11
4. Annual Grants to Training Colleges	27,505 7 5	584 10 4	—
5. Pensions and gratuities to teachers	1,719 9 3	360 11 2	—
6. Administration:—* £ s. d.			
Office in London — 9,234 17 5			
Inspection — 30,355 0 1	40,242 13 5	4,238 8 11	—
Office in Edinburgh — 652 15 11			
Total	540,382 15 3	44,489 4 7	4,702 9 5
Net Increase	39,786 15 2	- - -	—

* Part of the cost of administration in 1885 was included in Table No. 1 (*a*) for England and Wales.

(TABLE B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 Dec. 1886.	Compared with Year ended 31 Dec. 1885. Increase.	Decrease.	From 1869 to 31 Dec. 1886.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Public Schools	381,384 7 3	34,237 10 7	- - -	3,888,340 2 0
„ Church of Scotland Schools	25,190 18 1	- - -	8 3	2,745,177 1 3
„ Free Church Schools	18,091 4 0	602 5 9	- - -	
„ Undenominational Schools	26,605 4 5	486 7 9	- - -	
„ Episcopal Schools	11,077 19 6	789 19 4	- - -	194,697 9 2
„ Roman Catholic Schools	30,918 19 6	- - -	785 11 11	343,901 14 2
Administration (as in Table A.)*	40,242 13 5	4,238 8 11	- - -	377,828 16 4
Grants to School Boards under Act 35 & 36 Vict. c. 62. s. 67.	6,871 9 1	226 0 0	- - -	49,229 0 10
Expenses of Education Board under Act 35 & 36 Vict. c. 62.	- - -	- - -	- - -	29,111 3 4
Total	540,382 15 3	40,580 12 4	793 17 2	7,628,485 7 1

* *See* footnote to Table A.

Digitized by Google

TABLE No. 2.

TABLE showing Number of SCHOOL-HOUSES *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted;* Total Amount *raised by Promoters;* Total Amount *expended;* and Number of CHILDREN for whom *Accommodation* has been provided;—*Years* 1839 *to* 1886 *inclusive.*

Denominations.	Number of School-houses* Built							Total Amount awarded out of Parliamentary Grants.	Total Amount raised by Promoters. (Voluntary Contributions and Rates.)	Total Amount expended.	Number of Children for whom New Schools have been built.§					Number of Children for whom new Schools have been enlarged.‖					Total Number of Children for whom Accommodation has been created.§				
	Institutions.†	Number of departments comprised in these institutions.‡ Juvenile. Boys.	Girls.	Mixed.	Infants.	Residences.	Enlarged or improved.				Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.
								£ s. d.	£ s. d.	£ s. d.															
Public Schools - - -	979	77	95	886	285	765	370	577,368 17 2	2,097,692 1 7	2,675,060 18 9	13627	13942	153774	37864	219207	5339	4277	31584	5411	46611	18966	18219	185358	43275	265818
Church of Scotland Schools -	235	56	83	141	20	127	71	63,761 16 2	135,575 1 7	199,336 17 9	8815	9978	15113	1660	35566	1387	959	1619	563	4528	10202	10937	10732	2223	40094
Free Church Schools - -	167	47	49	113	12	101	56	36,615 14 0	75,322 5 7	111,937 19 7	5480	5127	13085	698	24390	621	546	677	177	2021	6101	5673	13762	875	26411
Episcopal Schools - -	8	4	5	1	1	7	1	3,915 12 10	6,662 0 2	10,577 13 0	546	746	211	96	1599	-	88	331	36	455	546	834	542	132	2054
Roman Catholic Schools -	12	5	5	4	9	3	-	5,118 0 1	12,563 7 5	17,681 7 6	1015	848	640	1019	3522	-	-	-	-	-	1015	848	640	1019	3522
Total - - -	1401	189	227	1145	327	1003	498	686,780 0 3	2,327,814 16 4	3,014,594 16 7	29483	30841	182838	41337	284284	7847	5870	34211	6187	54615	36830	36511	217084	47524	337899

* Exclusive of Training Colleges.
† Held in separate buildings, and separately managed.
‡ In which separate head teachers are employed.
§ At the rate of 8 square feet of superficial area per child.
‖ The figures in this group of columns are confined to those cases in which the *area* of the schoolrooms *has been increased.* The total number of schools enlarged or improved includes a considerable number of cases in which fixtures, or the like, have been provided *without any extension of area.*

Digitized by Google

PART II. OF APPENDIX.

ELEMENTARY SCHOOLS.

Digitized by Google

(No. 1.)—TOTAL NUMBER of DAY SCHOOLS on the ANNUAL GRANT LIST on the 30th September 1886; the NUMBER of DEPARTMENTS, ACCOMMODATION, AVERAGE NUMBER of SCHOLARS in ATTENDANCE, and the NUMBER of SCHOLARS on the REGISTERS in those SCHOOLS.

DENOMINATIONS.	Number of Schools, *i.e.*, Institutions under separate Management.	Number of Departments in which separate Head Teachers are employed.					Number of Scholars for whom Accommodation is provided.	Average Number of Scholars in Attendance.
		Boys.	Girls.	Infants.	Mixed.	Total.		
In *Public* Schools	2,569	20	15	225	2,501	2,761	567,626	391,662
In Schools connected with *Church of Scotland*	96	2	3	6	93	104	16,868	12,419
Free Church	26	—	—	4	24	28	8,002	5,692
Episcopal Church	75	6	5	11	68	90	14,352	10,486
Roman Catholic Church	154	28	25	39	123	215	54,259	35,108
Undenominational and other Schools	220	3	14	18	202	237	40,491	28,629
Total	3,140	59	62	303	3,011	3,435	701,598	483,996

DENOMINATIONS.	Number and Per-centage of Scholars on the School Registers, aged												
	Under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and over.	Total.
In *Public* Schools	13	817	6,916	29,900	58,337	65,789	67,462	67,070	64,672	59,910	45,823	24,797	11,222	502,728
	0·00	0·16	1·38	5·95	11·60	13·09	13·42	13·34	12·86	11·92	9·12	4·93	2·23	
In Schools connected with *Church of Scotland*	—	37	243	935	1,812	2,085	2,118	2,007	2,016	1,702	1,279	733	557	15,524
		0·24	1·57	6·02	11·67	13·43	13·64	12·93	12·99	10·96	8·24	4·72	3·59	
Free Church	—	14	140	465	833	872	856	799	748	719	622	458	438	6,964
		0·20	2·01	6·68	11·96	12·52	12·29	11·47	10·74	10·33	8·93	6·58	6·29	
Episcopal Church	—	79	426	1,283	1,797	1,906	1,868	1,815	1,613	1,328	990	487	185	13,777
		0·57	3·09	9·31	13·04	13·84	13·56	13·17	11·71	9·64	7·19	3·54	1·34	
Roman Catholic Church	28	541	2,400	4,509	6,171	6,108	6,248	6,526	6,078	5,295	3,451	1,579	457	49,391
	0·06	1·09	4·86	9·13	12·49	12·37	12·65	13·21	12·31	10·72	6·99	3·20	0·92	
Undenominational and other Schools	—	109	736	2,471	4,050	4,361	4,429	4,416	4,514	4,527	3,650	2,078	828	36,160
		0·30	2·03	6·83	11·20	12·06	12·25	12·21	12·48	12·52	10·09	5·74	2·29	
Total	41	1,597	10,861	39,563	73,000	81,121	82,981	82,633	79,641	73,481	55,815	30,132	13,687	624,553
	0·01	0·26	1·74	6·38	11·69	12·99	13·29	13·23	12·75	11·76	8·94	4·82	2·19	

Digitized by Google

(No. 1A.)—General Summary of Statistics of Annual Grant Schools Inspected during the Year ending 30th September 1886.

The results are those of actual inspection only, during the period specified.

Day Schools.

Denominations.	Number of Schools actually Inspected.						Number of Scholars for whom Accommodation is provided in Schools Inspected.	Number of Scholars present at Inspection.			Number of Scholars on Registers of Schools Inspected.	Average Number of Scholars in Attendance in Schools Inspected.		
	Number of Schools, *i.e.*, Institutions under separate Management.	Number of Departments in those Institutions in which separate Head Teachers are Employed.												
		Boys.	Girls.	Infants.	Mixed.	Total.		Boys.	Girls.	Total.	Total.	Boys.	Girls.	Total.
In *Public* Schools	2,527	19	15	221	2,464	2,719	558,158	232,102	206,916	439,018	494,243	206,706	178,192	384,898
In Schools connected with *Church of Scotland*	94	2	3	6	91	102	16,738	7,008	6,796	13,804	15,462	6,354	6,018	12,372
Free Church	26	—	—	4	24	28	8,002	3,056	3,240	6,296	6,964	2,775	2,917	5,692
Episcopal Church	75	6	5	11	68	90	14,352	5,964	6,063	12,027	13,777	5,268	5,218	10,486
Roman Catholic Church	150	28	25	39	119	211	53,539	20,020	19,416	39,436	48,870	17,893	16,899	34,792
Undenominational and other Schools	230	2	14	19	203	238	40,616	15,669	16,652	32,321	36,182	14,355	14,295	28,650
Total	3,092	57	62	300	2,969	3,388	691,405	283,819	259,083	542,902	615,498	253,351	223,539	476,890

Denominations.	Number of				Number of Departments in which Singing is taught					Number of Departments in which is taught		Number of Schools in which have been established		Amount paid out of Parliamentary Grants for Year ending 30th September 1886.	Rate of Grant per Scholar in Average Attendance.
	Certificated Teachers.	Assistant Teachers.	Pupil-teachers.	Female Assistants. Art. 32 (c) 3.	By Ear.	Staff Notation.	Tonic Sol-fa.	On both Systems.	On any other System.	Military Drill (Boys).	Practical Cookery (Girls).	Savings Banks.	School Libraries.		
														£ s. d.	£ s. d.
In *Public* Schools	5,574	825	2,955	99	788	58	1,626	26	—	271	75	75	133	361,158 0 10	0 18 9
In Schools connected with *Church of Scotland*	180	30	112	6	40	3	46	1	—	5	5	4	7	11,997 0 5	0 19 4½
Free Church	83	11	82	—	11	—	16	1	—	3	1	—	5	5,400 6 9	0 18 11½
Episcopal Church	118	37	124	4	55	10	23	2	—	3	2	6	9	8,777 13 8	0 16 8½
Roman Catholic Church	330	177	289	20	181	8	22	—	—	9	3	6	17	29,984 16 11	0 17 2½
Undenominational and other Schools	419	79	220	8	94	10	123	3	—	11	5	9	21	26,530 1 3	0 18 6½
Total	6,704	1,159	3,782	137	1,169	89	1,856	33	—	302	91	100	192	443,847 19 10	0 18 7¾

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 2.)—School Staff.

Denominations.	Certificated Teachers.										Assistant Teachers.		Female Assistants. Art. 32. (c.) 3.
	Untrained.				Trained.				Total.				
	Provisionally Certificated.		Certificated.		Less than Two Years.		Two Years and over.						
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	
In *Public* Schools	8	24	748	693	313	84	2,026	1,678	3,095	2,479	*170	†655	99
In Schools connected with *Church of Scotland*	—	—	28	21	13	10	52	56	93	87	2	28	6
Free Church	—	—	8	9	2	1	26	37	36	47	—	11	—
Episcopal Church	1	1	4	15	4	2	34	57	43	75	8	29	4
Roman Catholic Church	—	1	25	154	6	11	34	99	65	265	25	152	20
Undenominational and other Schools	—	2	40	92	11	11	117	146	168	251	7	72	8
Total	9	28	853	984	349	119	2,289	2,073	3,500	3,204	212	947	137

* Including 5 graduates.
† Including 10 who have passed University examinations.

Digitized by Google

(No. 2A.)—SCHOOL STAFF—*continued.*

DENOMINATIONS.	Number of Pupil-Teachers Serving at End of Fourth Year.		Third Year.		Second Year.		First Year.		First to Third Year (Apprenticeship continued).	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools	181	406	189	553	212	573	138	415	539	1,541
In Schools connected with *Church of Scotland*	4	15	7	35	8	13	4	20	19	68
Free Church	2	10	5	16	6	12	4	12	15	40
Episcopal Church	3	14	7	21	7	28	3	21	17	70
Roman Catholic Church	10	39	21	58	9	46	5	60	35	164
Undenominational and other Schools	9	36	11	43	14	38	19	36	44	117
Total	209	520	240	726	256	710	173	564	669	2,000

DENOMINATIONS.	Candidates for Engagement as Pupil-Teachers admitted: For Full Term.		At End of First Year.		At End of Second Year.		Total.		Stipendiary Monitors.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools	193	482	28	110	11	51	232	643	7	11
In Schools connected with *Ch. of Scot.*	2	14	1	4	1	3	4	21	—	2
Free Church	3	7	2	10	1	4	6	21	—	2
Episcopal Church	8	22	—	5	—	2	8	29	—	—
Roman Catholic Church	12	58	6	10	1	3	19	71	—	2
Undenominational and other Schools	17	30	2	8	1	1	20	39	—	—
Total	235	613	39	147	15	64	289	824	7	17

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 3.)—Average Salaries of Certificated Teachers.

Denominations.	Masters.						
	Principal.			Assistant.			Total.
	Average Salaries (including all Professional Sources of Income).	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries (including all Professional Sources of Income).	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	157 16 2	2,101	1,624	87 16 1	993	2	135 7 1
In Schools connected with *Church of Scotland*	160 7 5	62	39	87 9 0	31	—	136 1 3
Free Church	177 7 2	14	9	93 7 7	21	—	126 19 5
Episcopal Church	145 9 2	37	18	82 16 8	6	—	136 14 5
Roman Catholic Church	139 14 5	36	5	67 3 5	29	—	107 7 1
Undenominational and other Schools	171 10 2	112	63	102 6 5	56	—	148 8 11
Total	158 8 5	2,362	1,758	88 1 11	1,136	2	135 8 3
	Mistresses.						
	Principal.			Assistant.			Total.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	72 4 1	617	329	60 18 2	1,856	7	63 14 6
In Schools connected with *Church of Scotland*	84 3 0	40	24	63 12 4	47	—	73 1 2
Free Church	99 0 0	14	6	65 11 6	33	2	75 10 8
Episcopal Church	76 12 1	53	17	53 17 3	22	—	69 18 8
Roman Catholic Church	78 4 10	175	34	48 18 0	90	—	68 5 6
Undenominational and other Schools	76 19 8	126	80	57 1 0	125	—	67 1 1
Total	74 17 8	1,025	490	60 4 11	2,173	9	64 18 9

Digitized by Google

(No. 3A.)—NUMBER of CERTIFICATED TEACHERS in RECEIPT of SALARIES of certain SPECIFIED AMOUNTS.

MASTERS.

DENOMINATIONS.	Principal.									Assistant.								
	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and over.	Total.	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and over.	Total.
In *Public* Schools - -	25	154	306	707	428	221	114	146	2,101	15	527	413	191	40	6	1	—	993
In Schools connected with *Church of Scotland* - -	—	9	14	14	9	3	6	7	62	—	8	16	6	1	—	—	—	31
Free Church - - -	—	1	3	3	4	1	—	2	14	3	2	9	4	2	1	—	—	21
Episcopal Church - -	1	2	2	20	6	2	4	—	37	—	1	5	—	—	—	—	—	6
Roman Catholic Church -	—	—	7	15	8	4	2	—	36	5	12	10	1	1	—	—	—	29
Undenominational and other Schools - - - -	2	2	14	39	22	22	3	8	112	2	14	20	13	4	—	3	—	56
Total - -	28	168	346	798	477	253	129	163*	2,362	25	364	473	215	48	7	4	—	1,136

MISTRESSES.

DENOMINATIONS.	Principal.									Assistant.								
	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.
In *Public* Schools - -	24	23	29	333	132	54	20	2	617	120	141	118	1,135	277	58	7	—	1,856
In Schools connected with *Church of Scotland* - -	2	1	2	13	11	10	—	1	40	8	1	1	21	14	2	—	—	47
Free Church - - -	—	1	1	4	2	4	1	1	14	—	6	1	16	8	2	—	—	33
Episcopal Church - -	1	—	3	22	20	7	—	—	53	4	1	2	13	2	—	—	—	22
Roman Catholic Church -	3	3	3	78	55	28	4	1	175	28	18	5	29	8	2	—	—	90
Undenominational and other Schools - - - -	3	2	4	58	37	21	1	—	126	26	9	6	67	11	5	1	—	125
Total - -	33	30	42	508	257	124	26	5	1,025	186	176	133	1,281	320	69	8	—	2,173

Digitized by Google

STATISTICS of INSPECTION of ANNUAL GRANT SCHOOLS—*continued.*

DAY SCHOOLS.

(No. 4.)—SCHOOL FEES.

DENOMINATIONS.	Per-centage of Scholars paying per Week								
	Nothing (*i.e.* Free Scholars).	Less than One Penny.	One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Sixpence.	Sixpence and less than Ninepence.	Ninepence.	More than Ninepence.
In *Public* Schools	4·46	0·33	9·65	24·22	29·87	26·12	4·11	0·32	0·92
In Schools connected with *Church of Scotland*	6·25	0·04	8·41	19·78	22·62	26·86	12·44	2·17	1·43
Free Church	5·94	—	7·41	18·95	18·47	23·59	21·40	1·51	2·73
Episcopal Church	7·07	—	11·77	28·48	31·19	20·32	1·17	—	—
Roman Catholic Church	21·02	—	22·12	26·70	19·03	10·20	0·87	0·06	—
Undenominational and other Schools	18·21	0·45	8·71	26·96	22·51	14·23	5·17	2·26	1·50
Total	6·54	0·29	10·60	24·48	23·38	24·15	4·23	0·44	0·89

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 5.)—Attendance.

Denominations.	Average Number of Scholars in Attendance in								Number of Scholars on the School Registers			Number of Scholars attending (Half-Time) under Article 20.
	Boys Mixed Schools under Masters.		Girls or Mixed Schools under Mistresses.		Infant Schools.		Total.					
	Under Seven.	Over Seven.	Under Seven.	Over Seven.	Under Seven.	Over Seven.	Under Seven.	Over Seven.	Under Seven.	Over Seven.	Total.	
In *Public* Schools	42,799	294,853	4,112	16,112	21,047	5,975	67,958	316,940	94,942	399,301	494,243	27,200
In Schools connected with *Church of Scotland*	1,136	8,162	602	1,949	418	105	2,156	10,216	3,015	12,447	15,462	616
Free Church	414	3,099	474	1,378	224	103	1,112	4,580	1,452	5,512	6,964	149
Episcopal Church	649	4,536	976	3,326	824	175	2,449	8,037	3,585	10,192	13,777	182
Roman Catholic Church	550	9,165	2,996	16,333	4,474	1,274	8,020	26,772	13,512	35,358	48,870	2,805
Undenominational and other Schools	2,538	17,701	1,684	5,181	1,361	185	5,583	23,067	7,430	28,752	36,182	2,907
Total	48,086	337,516	10,844	44,279	28,348	7,817	87,278	389,612	123,936	491,562	615,498	33,859

Denominations.	Number of Scholars aged							
	Four Years and under Seven			Seven Years and over				
	Who have attended							
	250 times and over.	150 times and over. (Art. 20c.)	Total.	250 times and over.	150 times and over. (Art. 20.)			Total.
					a.	*b.*	*c.*	
In *Public* Schools	48,049	1,900	49,949	321,027	5,045	4,818	5,861	336,751
In Schools connected with *Church of Scotland*	1,596	28	1,624	10,448	30	142	122	10,742
Free Church	759	11	770	4,831	3	28	63	4,925
Episcopal Church	1,647	13	1,660	8,212	45	83	28	8,368
Roman Catholic Church	6,662	689	7,351	24,600	937	286	345	26,168
Undenominational and other Schools	4,280	89	4,369	23,334	1,700	168	273	25,475

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 6.)—Examination and Results of Examination of Scholars presented in Standards I.–VI.

Denominations.	Standard I.								Standard II.							
	No. of Scholars presented for Examination.			Number of those Scholars who passed in			Number and Per-centage of those Scholars who passed in the Three Subjects.		No. of Scholars presented for Examination.			Number of those Scholars who passed in			Number and Per-centage of those Scholars who passed in the Three Subjects.	
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Number.	Per-centage.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Number.	Per-centage.
In *Public* Schools	58,896	2,519	61,415	59,080	60,666	56,845	55,237	89·94	52,820	8,564	61,384	60,093	57,594	58,374	54,988	89·58
In Schools connected with *Ch. of Scot.*	1,941	53	1,994	1,904	1,964	1,843	1,779	89·22	1,673	237	1,910	1,870	1,781	1,835	1,712	89·63
Free Church	810	14	824	793	812	758	742	90·05	732	72	804	784	764	753	722	89·80
Episcopal Church	1,752	52	1,804	1,690	1,769	1,560	1,490	82·59	1,361	237	1,598	1,542	1,448	1,486	1,349	84·42
Roman Catholic Church	5,711	689	6,400	6,092	6,334	5,866	5,657	88·39	4,277	1,410	5,687	5,565	5,330	5,388	5,040	88·62
Undenominational and other Schools	4,125	211	4,336	4,163	4,262	3,902	3,774	87·04	3,774	795	4,569	4,445	4,273	4,262	4,007	87·70
Total	73,235	3,538	76,773	73,722	75,807	70,774	68,679	89·46	64,637	11,315	75,952	74,299	71,190	72,098	67,818	89·29

	Standard III.								Standard IV.							
In *Public* Schools	35,375	24,831	60,206	58,973	55,173	52,467	49,135	81·61	3,250	52,490	55,740	50,789	49,538	46,414	41,003	73·56
In Schools connected with *Ch. of Scot.*	1,131	750	1,881	1,850	1,739	1,617	1,533	81·50	80	1,610	1,690	1,564	1,486	1,402	1,237	73·20
Free Church	468	243	711	705	668	652	623	87·62	48	624	672	633	599	571	519	77·23
Episcopal Church	909	663	1,572	1,539	1,417	1,306	1,201	76·40	79	1,230	1,309	1,133	1,123	1,029	868	66·31
Roman Catholic Church	2,460	2,765	5,225	5,140	4,684	4,458	4,071	77·91	178	4,195	4,373	3,875	3,722	3,315	2,825	64·60
Undenominational and other Schools	2,590	2,085	4,675	4,589	4,290	4,007	3,770	80·64	274	4,103	4,377	3,954	3,857	3,642	3,167	72·36
Total	42,933	31,337	74,270	72,796	67,971	64,507	60,333	81·23	3,909	64,252	68,161	61,948	60,325	56,373	49,619	72·80

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 6.)—Examination and Results of Examination—*continued.*

Denominations.	Standard V.								Standard VI.							
	No. of Scholars presented for Examination.			Number of those Scholars who passed in			Number and Per-centage of those Scholars who passed in the Three Subjects.		No. of Scholars presented for Examination.			Number of those Scholars who passed in			Number and Per-centage of those Scholars who passed in the Three Subjects.	
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Number.	Per-centage.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Number.	Per-centage.
In *Public* Schools	65	45,737	45,802	39,510	38,335	35,644	29,721	64·89	—	20,072	20,072	18,192	18,089	15,139	13,537	67·44
In Schools connected with *Church of Scotland*	4	1,349	1,353	1,180	1,154	1,089	914	67·55	—	700	700	643	637	521	469	67·00
Free Church	2	647	649	554	568	554	473	72·88	—	444	444	397	404	346	310	69·82
Episcopal Church	3	985	988	810	823	743	588	59·51	—	367	367	324	335	261	233	63·49
Roman Catholic Church	2	2,730	2,732	2,272	2,312	2,056	1,645	60·21	—	701	701	620	646	458	403	57·49
Undenominational and other Schools	8	3,479	3,487	3,052	2,941	2,767	2,335	66·96	—	1,387	1,387	1,271	1,274	1,079	977	70·44
Total	84	54,927	55,011	47,378	46,133	42,853	35,676	64·85	—	23,671	23,671	21,447	21,385	17,864	15,929	67·29

Denominations.	Total Standards I. to VI. inclusive.										
	No. of Scholars presented for Examination.			Number of those Scholars						Number and Per-centage of those Scholars who passed in the Three Subjects.		Per-centage of Pass in Reading, Writing, and Arithmetic.
				Who passed in				Who failed to pass in				
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	—	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Number.	Per-centage.	
In *Public* Schools	150,406	154,213	304,619	Number	286,637	279,395	264,883	17,982	25,224	39,736	243,621	79·98	90·92
				Per-centage	94·10	91·72	86·96	5·90	8·28	13·04			
In Schools connected with *Church of Scotland*	4,829	4,699	9,528	Number	9,011	8,761	8,307	517	767	1,221	7,644	80·23	91·24
				Per-centage	94·57	91·95	87·19	5·43	8·05	12·81			
Free Church	2,060	2,044	4,104	Number	3,866	3,815	3,634	238	289	470	3,389	82·58	91·90
				Per-centage	94·20	92·96	88·55	5·80	7·04	11·45			
Episcopal Church	4,104	3,534	7,638	Number	7,038	6,915	6,385	600	723	1,253	5,729	75·01	88·76
				Per-centage	92·14	90·53	83·60	7·86	9·47	16·40			
Roman Catholic Church	12,628	12,490	25,118	Number	23,564	23,028	21,541	1,554	2,090	3,577	19,641	78·19	90·42
				Per-centage	93·81	91·68	85·76	6·19	8·32	14·24			
Undenominational and other Schools	10,771	12,060	22,831	Number	21,474	20,897	19,659	1,357	1,934	3,172	18,030	78·97	90·56
				Per-centage	94·06	91·53	86·11	5·94	8·47	13·89			
Total	184,798	189,040	373,538	Number	351,590	342,811	324,409	22,248	31,027	49,420	298,054	79·73	90·84
				Per-centage	94·05	91·70	86·78	5·95	8·30	13·22			

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 6A.)—Summary of Results of Examination of Scholars individually examined in Standards I.–VI.

Denominations.	Number of Scholars				Passes				Passes for Payment	
	Presented for Examination		Absent (Scholars over 7).	Total.	On individual Examination under Article 19 B. (2).	On Absentees* (Scholars over 7).	Total.	Deducted, not fulfilling Articles 5, 17, and 19.	Under Article 19 B. (2) *a.*	Under Article 19 B. (2) *b.*
	Under Article 19 B. (2) *a.*	Under Article 19 B. (2) *b.*								
In *Public* Schools	296,970	7,649	810	305,429	830,915	2,157	833,072	14,662	796,580	21,830
In Schools connected with *Church of Scotland*	9,407	121	60	9,588	26,079	148	26,227	469	25,424	334
Free Church	3,973	131	7	4,111	11,315	17	11,332	168	10,782	382
Episcopal Church	7,404	234	—	7,638	20,338	—	20,338	441	19,254	643
Roman Catholic Church	23,900	1,218	54	25,172	68,133	131	68,264	1,162	62,988	4,114
Undenominational and other Schools	22,453	378	26	22,857	62,030	69	62,099	1,447	59,687	965
Total	364,107	9,731	957	374,795	1,018,810	2,522	1,021,332	18,349	974,715	28,268

* Passes allowed on scholars absent on account of epidemic.

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 6B.)—Summary of Results of Examination of Scholars (Infants) collectively examined.

Denominations.	Passes on Attendance only.					
	Infants above 4 and under 7.					
	Presented under Article 19 B. (1).		Absentees.*	Total.	Deducted not fulfilling Articles 5, 17, and 19.	Total for Payment.
	a.	*b.*				
In *Public* Schools	32,097	14,375	216	46,688	91	46,597
In Schools connected with *Church of Scotland*	1,292	255	7	1,554	4	1,550
Free Church	554	157	2	713	—	713
Episcopal Church	1,034	498	—	1,532	—	1,532
Roman Catholic Church	2,850	3,534	39	6,423	12	6,411
Undenominational and other Schools	3,021	1,138	2	4,161	55	4,106
Total	40,848	19,957	266	61,071	162	60,909

* Passes allowed on scholars absent on account of epidemic.

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 7.)—Table showing the Operation of Article 19 A. (1), and B. 1 (*b*), and Article 21 in certain specified Counties.

County.	Number of Schools examined.	Average Attendance in these Schools.	Art. 19 A (1).					Art. 19 B 1 (*b*).	Art. 21.
			Number of Schools to which extra Grant was paid.	Number of Scholars in Average Attendance on whose account Payment was made of			Total.	Number of Infants in Average Attendance partly taught by Gaelic-speaking Pupil Teachers.	Number of Passes in Specific Subjects in respect of which a Grant was paid of 10*s.* per Subject.
				5*s.*	6*s.*	7*s.*	8*s.*		
Argyll	155	7,361	119	456	1,090	1,223	3,504	6,273	19	224
Caithness	57	3,692	30	784	306	776	611	2,477	—	24
Inverness	149	6,932	85	714	733	1,609	1,283	4,339	38	—
Orkney and Shetland	113	5,380	38	429	532	719	505	2,185	—	—
Ross	130	8,493	84	612	1,481	1,232	2,191	5,516	6	82
Sutherland	43	2,120	18	394	189	271	201	1,055	—	49
Total	647	33,978	374	3,389	4,331	5,830	8,295	21,845	63	379

The extra grants under the above Articles amounted to 3,252*l.* 18*s.*

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 7A.) Table showing the Operation of Article 19 A. (1) and B 1 (*b*), and Article 21 in certain specified Counties, arranged Denominationally.

Denominations.	Number of Schools examined.	Average Attendance in these Schools.	Art. 19 A (1).						Art. 19 B 1 (*b*).	Art. 21.
			Number of Schools to which extra Grant was paid.	Number of Scholars in Average Attendance on whose account Payment was made of				Total.	Number of Infants in Average Attendance partly taught by Gaelic-speaking Pupil Teachers.	Number of Passes in Specific Subjects in respect of which a Grant was paid of 10*s.* per Subject.
				5*s.*	6*s.*	7*s.*	8*s.*			
In *Public* Schools	599	31,456	338	3,224	4,085	5,191	7,326	19,826	63	379
In Schools connected with *Church of Scotland*	15	527	8	65	42	76	95	278	—	—
Free Church	5	492	4	—	—	287	171	458	—	—
Episcopal Church	6	299	5	—	91	76	119	286	—	—
Roman Catholic Church	8	264	8	—	80	42	76	198	—	—
Undenominational and other Schools	14	940	11	100	33	158	508	799	—	—
Total	647	33,978	374	3,389	4,331	5,830	8,295	21,845	63	

Digitized by Google

STATISTICS of INSPECTION of ANNUAL GRANT SCHOOLS—*continued.*

DAY SCHOOLS.

(No. 8.)—TABLE showing the OPERATION of ARTICLE 19 C., D., and E.

DENOMINATIONS.	Total Number of Scholars over seven in Average Attendance (in Boys' and Girls' Schools).	Number of Scholars over seven in Average Attendance (in Boys' and Girls' Schools) not earning Grant under Article 19 C. 1. or 2.	Article 19 C. (1.).				Article 19 C. (2.).				Article 19 D.						Article 19 E.	
			Number of Departments	Number of Scholars in Average Attendance.	Number of Scholars deducted under Articles 17 and 19.	Total for Payment.	Number of Departments	Number of Scholars in Average Attendance.	Number of Scholars deducted under Articles 17 and 19.	Total.	Number of Schools paid under Article 19 D. Grants of		Article 19 D (*a*).			No. of Schools paid grant of 10*l.* under Article 19 D (*b*).	Number of Pupil-teachers paid for under Article 19 E. Grants of	
											10*l.*	15*l.*	No. of Schools.	Number of Scholars presented for Examination.	No. of passes.		40*s.*	60*s.*
In *Public* Schools	310,965	1,685	2,399	305,683	342	305,341	2,220	295,372	254	295,118	290	424	99	813	2,028	10	927	1,598
In Schools connected with *Church of Scotland*	10,111	115	90	9,938	—	9,938	81	9,234	—	9,234	10	24	—	—	—	—	37	72
Free Church	4,477	67	23	4,410	—	4,410	21	4,224	—	4,224	1	1	—	—	—	—	12	51
Episcopal Church	7,862	—	78	7,862	—	7,862	69	7,104	—	7,104	1	2	—	—	—	—	44	50
Roman Catholic Church	25,498	97	167	25,301	—	25,301	148	22,925	—	22,925	2	—	—	—	—	—	123	75
Undenominational and other Schools	22,882	345	209	22,331	193	22,138	180	20,962	174	20,788	13	20	1	10	21	—	72	123
Total	381,795	2,309	2,966	375,525	535	374,990	2,719	359,821	428	359,393	317	471	100	823	2,049	10	1,215	1,969

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 9.)—Examination and Results of Examination under Article 21. (Specific Subjects.)

Denominations.	Number of Departments in which Scholars were presented.		Number of Scholars examined				Number of Scholars passed			Passes.			
										Total.	Number deducted		Total for Payment.
	Boys or Mixed.	Girls or Mixed.	In One Subject.	In Two Subjects.	In Three Subjects.	Total.	In One Subject.	In Two Subjects.	In Three Subjects.		Under Article 21 (*c*).	Under other Articles	
In *Public* Schools	1,517	171	20,344	33,414	4,825	58,583	24,056	24,466	3,737	84,199	631	4,066	79,502*
In Schools connected with *Church of Scotland*	34	17	846	1,032	342	2,220	937	848	276	3,461	12	107	3,342
Free Church	12	7	334	826	347	1,507	407	769	267	2,746	5	100	2,641
Episcopal Church	22	20	278	351	31	660	329	230	21	852	—	48	804
Roman Catholic Church	23	30	458	489	71	1,018	486	317	47	1,261	—	89	1,172
Undenominational and other Schools	77	42	1,826	2,474	434	4,734	2,041	1,893	362	6,913	16	331	6,566
Total	1,685	287	24,086	38,586	6,050	68,722	28,256	28,523	4,710	99,432	664	4,741	94,027

* Including 379 paid at 10*s*, under Article 21, and 18 at 2*s*.

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 9A.)—Examination under Article 21. (Specific Subjects)—*continued.*

Denominations.	Number of Children examined in Mathematics.				English Literature.				Latin.				Greek.				French.				German.				Mechanics.			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools - -	2,650	732	212	3,594	27,254	12,379	4,529	44,162	3,979	1,765	787	6,531	190	76	31	297	2,869	1,095	333	4,297	304	75	18	397	27	57	7	91
In Schools connected with																												
Church of Scotland -	88	35	3	126	818	634	317	1,769	83	54	30	167	14	1	—	15	70	21	14	105	2	—	—	2	38	—	—	38
Free Church - - -	135	58	17	210	511	361	189	1,061	146	64	45	255	14	12	2	28	178	54	36	268	56	20	6	82	—	—	—	—
Episcopal Church - -	21	16	3	40	326	89	32	447	23	5	—	28	—	—	—	—	17	2	12	31	—	—	—	—	—	—	—	—
Roman Catholic Church -	78	9	—	87	603	133	54	790	14	3	—	17	—	—	—	—	47	13	1	61	—	—	—	—	—	—	—	—
Undenominational and other Schools - -	313	86	14	413	1,829	979	443	3,251	301	114	52	447	18	16	11	45	280	96	16	392	3	—	1	4	—	—	—	—
Total - -	3,285	936	249	4,470	31,341	14,575	5,564	51,480	4,546	2,005	894	7,445	236	105	44	385	3,461	1,281	412	5,154	365	95	25	485	65	57	7	129

Denominations.	Number of Children examined in Chemistry.				Animal Physiology.				Physics. Light and Heat.				Physics. Magnetism and Electricity.				Physical Geography.				Botany.				Domestic Economy (Girls).				Principles of Agriculture.			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools - -	176	128	55	359	2,407	1,394	510	4,311	83	18	10	111	358	216	39	613	6,621	4,044	2,013	12,678	185	63	8	254	11,340	7,085	5,055	23,480	218	96	59	373
In Schools connected with																																
Church of Scotland -	—	—	—	—	81	7	64	152	37	9	7	53	58	44	16	118	164	183	127	474	20	10	1	31	445	255	186	886	—	—	—	—
Free Church - - -	—	—	—	—	15	8	6	29	—	—	—	—	—	—	—	—	140	240	23	403	18	—	—	18	206	233	174	613	—	—	—	—
Episcopal Church - -	—	—	—	—	29	8	2	39	—	—	—	—	—	7	—	7	91	27	18	136	—	—	—	—	209	67	69	345	—	—	—	—
Roman Catholic Church -	—	—	—	—	3	—	—	3	—	—	—	—	131	48	—	179	76	17	3	96	2	—	—	2	227	72	66	365	25	24	—	49
Undenominational and other Schools - -	4	21	2	27	175	81	52	308	5	2	—	7	—	19	1	20	470	348	171	989	65	30	4	99	871	665	528	2,064	5	5	—	10
Total - -	180	149	57	386	2,710	1,498	634	4,842	125	29	17	171	547	334	56	937	7,562	4,859	2,355	14,776	288	103	13	404	13,358	8,377	6,078	27,813	248	125	59	432

99 Scholars were presented in Gaelic.

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 10.)—General Summary of Statistics of Inspection of Night Schools.

Denominations.	Number of Schools actually inspected.				Number of Scholars present at Inspection.			Average Number of Scholars in Attendance.			Number of Scholars who have attended 40 hours and over.
	Number of Institutions not connected with Day Schools.	Number of Departments in which separate Head Teachers are employed.									
		Connected with Day Schools.	Not connected with Day Schools.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
In *Public* Schools	1	145	1	146	5,197	1,842	7,039	5,834	1,829	7,663	8,098
In Schools connected with *Church of Scotland*	—	3	—	3	113	—	113	114	—	114	117
Free Church	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	—	2	—	2	92	4	96	90	5	95	116
Roman Catholic Church	—	10	—	10	355	425	780	379	390	769	815
Undenominational and other Schools	—	5	—	5	91	1	92	117	1	118	127
Total	1	165	1	166	5,848	2,272	8,120	6,534	2,225	8,759	9,273

Denominations.	Amount paid out of Parliamentary Grant during Year ending 30th September 1886.	Rate of Grant per Scholar in Average Attendance.	Number of Scholars on School Registers.				Number of Scholars for whom accommodation is provided in Buildings not connected with Day Schools.
			Under 12.	Between 12 and 21.	Over 21.	Total.	
	£ s. d.	£ s. d.					
In *Public* Schools	3,386 2 0	0 8 10	19	9,725	422	10,166	64
In Schools connected with *Church of Scotland*	52 18 6	0 9 3½	—	144	4	148	—
Free Church	—	—	—	—	—	—	—
Episcopal Church	49 10 0	0 10 5	—	139	—	139	—
Roman Catholic Church	371 11 0	0 9 8	5	1,227	21	1,253	—
Undenominational and other Schools	44 14 6	0 7 7	—	157	5	162	—
Total	3,904 16 0	8 11	24	11,392	452	11,868	64

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

Night Schools.

(No. 10A.)—Examination and Results of Examination.

Denominations.	Standard I.				Standard II.			
	No. of Scholars presented for Examination.	Number of those Scholars who passed in			No. of Scholars presented for Examination.	Number of those Scholars who passed in		
		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
In *Public* Schools	156	141	152	138	295	281	249	268
In Schools connected with *Church of Scotland*	—	—	—	—	1	1	1	1
Free Church	—	—	—	—	—	—	—	—
Episcopal Church	—	—	—	—	2	2	2	2
Roman Catholic Church	65	56	60	60	115	108	90	105
Undenominational and other Schools	—	—	—	—	1	1	1	—
Total	221	197	212	198	414	393	343	376

	Standard III.				Standard IV.			
In *Public* Schools	581	561	467	457	1,024	878	811	760
In Schools connected with *Church of Scotland*	7	5	7	6	17	17	17	16
Free Church	—	—	—	—	—	—	—	—
Episcopal Church	10	10	10	10	22	22	19	18
Roman Catholic Church	135	129	102	87	139	131	109	77
Undenominational and other Schools	4	4	4	2	13	12	12	7
Total	737	709	590	562	1,215	1,060	968	878

Digitized by Google

NIGHT SCHOOLS.

(No. 10A.)—Examination and Results of Examination—*continued.*

DENOMINATIONS.	STANDARD V.				STANDARD VI.			
	No. of Scholars presented for Examination.	Number of those Scholars who passed in			No. of Scholars presented for Examination.	Number of those Scholars who passed in		
		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
In *Public* Schools	1,727	1,585	1,470	1,233	2,145	2,060	1,949	1,368
In Schools connected with *Church of Scotland*	28	28	27	23	35	35	33	24
Free Church	—	—	—	—	—	—	—	—
Episcopal Church	35	34	31	22	24	22	23	17
Roman Catholic Church	127	127	108	91	124	124	120	58
Undenominational and other Schools	18	13	14	14	35	35	32	18
Total	1,935	1,787	1,650	1,383	2,363	2,276	2,157	1,485

DENOMINATIONS.	TOTAL (STANDARDS I. to VI. inclusive).						Total Passes on Individual Examination, under Article 22 (*b*).
	No. of Scholars presented for Examination.	Number of those Scholars					
		Who passed in			Who failed to pass in		
		Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	
In *Public* Schools	5,928	5,506	5,098	4,224	422	830	1,704	14,828
In Schools connected with *Church of Scotland*	88	86	85	70	2	3	18	241
Free Church	—	—	—	—	—	—	—	—
Episcopal Church	93	90	85	69	3	8	24	244
Roman Catholic Church	705	675	589	478	30	116	227	1,742
Undenominational and other Schools	71	65	63	41	6	8	30	169
Total	6,885	6,422	5,920	4,882	463	965	2,003	17,224

Digitized by Google

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 11.)—Aggregate Annual Income and Expenditure of Schools.

Denominations.	Income.						
	Endowment.	School Board Rates.	Voluntary Contributions.	School Pence.		Books, &c. sold to Scholars.	Government Grant, 1884–85.	Other Sources.	Total.
				Paid by Scholars.	Paid by Parochial Boards.				
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In *Public* Schools	9,468 5 2	227,530 2 1	449 12 3	233,084 15 6	9,776 8 6*	8,618 2 7	340,040 13 4	6,584 15 7	835,552 15 0
In Schools connected with *Church of Scotland*	486 9 4	—	3,362 1 6	9,400 5 11	310 14 8†	655 17 3	11,916 16 10	367 16 1	26,500 1 7
Free Church	595 12 4	—	633 11 3	5,335 10 8	52 6 9‡	55 1 6	5,003 18 3	284 18 6	11,960 19 3
Episcopal Church	206 9 10	—	3,521 4 1	5,285 14 6	234 11 2§	319 12 6	8,397 10 2	216 11 7	18,181 13 10
Roman Catholic Church	379 3 1	—	14,248 6 5	10,542 17 2	2,077 5 4‖	1,892 3 8	28,268 18 5	279 16 11	57,488 11 0
Undenominational and other Schools	8,802 1 4	—	7,765 3 8	19,453 0 4	351 6 6¶	983 10 8	25,587 19 10	760 9 3	63,703 11 7
Total	19,938 1 1	227,530 2 1	29,979 19 2	282,902 4 1	12,802 12 11**	12,524 8 2	419,215 16 10	8,494 7 11	1,013,387 12 3

Denominations.	Expenditure.				Rate of Income per Scholar in Average Attendance.	Rate of Expenditure per Scholar in Average Attendance.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In *Public* Schools	687,982 5 1	20,399 12 6	122,826 17 9	831,208 15 4	2 2 10½	2 2 8½
In Schools connected with *Church of Scotland*	22,583 2 3	930 2 4	3,272 0 1	26,585 4 8	2 1 6½	2 1 4½
Free Church	10,089 14 6	272 3 5	1,424 17 8	11,786 15 7	2 2 5½	2 2 3½
Episcopal Church	14,498 9 5	585 9 0	3,104 17 9	18,188 16 2	1 14 5½	1 14 6
Roman Catholic Church	38,226 5 4	3,203 4 4	15,472 13 8	56,902 3 4	1 12 2½	1 11 11
Undenominational and other Schools	50,581 13 11	1,990 6 10	10,389 18 10	62,761 19 7	2 4 2½	2 3 4½
Total	823,561 10 6	27,380 18 5	156,491 5 9	1,007,433 14 8	2 1 11½	2 1 8½

* On account of 18,267 scholars.
§ On account of 463 scholars.
† On account of 461 scholars.
‖ On account of 3,518 scholars.
** On account of 23,499 scholars.
‡ On account of 96 scholars.
¶ On account of 694 scholars.

Digitized by Google

(No. 12.)—GRANTS.

AMOUNTS CLAIMED.

DENOMINATIONS.	Day Schools.							Evening Schools.		
	Amount claimed on							Amount claimed on		
	Average Attendance. Article 19 A.	Infants presented. Art. 19 B. 1.	Examination. In Standards. Art. 19 B. 2.	Examination. In Classes. Article 19 C.	Examination. In Special Subjects. Article 21.	Special Grants to Small Schools. Article 19 D.	Pupil-teachers. Article 19 E.	Exceptions under Art. 10, &c.	Total.	Average Attendance. Art. 22 (*a.*)	Examination. Art. 22 (*b.*)	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In *Public* Schools	124,707 6 5	20,245 5 2	124,818 15 8	62,183 10 4	16,163 14 8	10,050 7 8	6,668 15 0	280 9 5	365,118 4 4	1,532 12 0	1,853 10 0	3,386 2 0
In Schs. connected with:												
Church of Scotland	3,985 12 6	660 11 4	4,002 17 9	2,026 5 8	689 1 0	475 0 0	292 1 8	17 6 10	12,146 16 9	22 16 0	30 2 6	52 18 6
Free Church	1,853 1 0	297 3 4	1,674 14 0	866 14 0	539 8 0	25 0 0	171 18 4	—	5,427 18 8	—	—	—
Episcopal Church	5,311 9 6	663 0 0	3,018 16 0	1,537 9 0	158 12 0	40 0 0	257 6 8	—	8,966 13 2	19 0 0	30 10 0	49 10 0
Rom. Cath. Church	11,184 16 6	2,991 17 6	10,366 17 0	4,924 9 8	245 14 0	20 0 0	474 13 4	—	30,208 8 0	153 16 0	217 15 0	371 11 0
Undenominatnl. Schs.	9,147 4 11	1,770 10 0	9,215 6 9	4,433 19 2	1,297 6 0	433 16 0	513 18 4	42 11 0	26,854 12 2	23 12 0	21 2 6	44 14 6
Total	164,187 10 10	26,628 7 4	153 097 7 2	75,972 7 10	19,093 15 8	11,044 3 8	8,358 13 4	340 7 3	448,722 13 1	1,751 16 0	2,153 0 0	3,904 16 0

DEDUCTIONS from CLAIMS, and AMOUNTS granted.

DENOMINATIONS.	Day Schools.						Evening Schools.
	Deductions.						
	Under Article 32 (*a*).	Under Article 32 (*b*).	Under Article 32 (*c*).	Under Article 32 (*d*).	Total.	Total Amount of Grants.	Total Amount of Grants.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In *Public* Schools	3,060 13 9	799 2 3	134 3 4	90 14 0	4,084 13 4	361,033 11 0	3,386 2 0
In Schools connected with:							
Church of Scotland	92 11 10	19 15 9	25 0 0	12 8 9	149 16 4	11,997 0 5	52 18 6
Free Church	22 13 1	4 18 10	—	—	27 11 11	5,400 6 9	—
Episcopal Church	86 16 11	72 2 3	27 0 0	6 13 10	192 13 0	8,774 0 2	49 10 0
Roman Catholic Church	134 16 1	21 10 3	52 10 0	15 18 9	224 15 1	29,983 12 11	371 11 0
Undenominational Schools	197 1 0	88 17 0	20 16 8	17 16 3	324 10 11	26,530 1 3	44 14 6
Total	3,594 12 8	1,006 6 4	259 10 0	143 11 7	5,004 0 7	443,718 12 6	3,904 16 0

Digitized by Google

(No. 13.)—Abstract of Income of Elementary Schools inspected for Annual Grants for Years 1877 to 1886.

Public Schools.

Year.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Parochial Boards (School Pence).	From Government Grants.	From other Sources.	Total.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	No. of Scholars whose Fees were paid by Parochial Boards.	Total No. of Schools inspected.	Average No. of Scholars in Attendance.
	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.			
1877 - - -	8,235	205,557	1,320	163,345	4,766	167,861	3,031	554,015	2 1 8¾	1 8 9¾	9,986	2,271	272,446
1878 - - -	9,256	207,257	1,081	174,570	5,498	208,433	3,700	609,795	2 2 11	1 8 1	11,282	2,342	289,855
1879 - - -	9,331	207,525	828	178,479	6,039	239,591	4,203	645,996	2 3 7¾	1 7 4	12,259	2,383	301,692
1880 - - -	10,071	205,011	470	187,445	7,275	253,727	4,775	668,774	2 2 5¾	1 6 3¾	14,369	2,442	319,763
1881 - - -	10,180	196,563	556	196,050	7,937	273,229	5,851	690,366	2 2 9¾	1 5 8½	15,542	2,468	325,682
1882 - - -	10,019	191,797	507	202,658	8,205	284,047	5,341	702,574	2 2 3	1 5 1¾	15,905	2,477	337,032
1883 - - -	9,497	196,708	483	209,871	8,420	299,012	5,075	729,066	2 2 4	1 4 10¾	16,157	2,494	347,786
1884 - - -	9,248	211,989	565	224,395	8,514	308,115	5,004	767,830	2 2 9½	1 5 5	16,231	2,536	363,880
1885 - - -	9,660	206,141	352	228,162	8,596	321,286	6,081	780,278	2 2 5	1 4 11¾	16,064	2,511	372,790
1886 - - -	9,468	227,530	450	241,703	9,776	340,041	6,585	835,553	2 2 10½	1 5 3¾	18,267	2,528	392,561
Total - -	94,965	2,056,078	6,612	2,006,578	75,026	2,695,342	49,646	6,984,247	—	—	—	—	—

Schools connected with Church of Scotland.†

1877 - - -	7,856	5	17,251	36,473	920	37,689	1,326	101,520	1 19 5	1 4 8½	1,588	372	51,553
1878 - - -	7,952	10	14,892	35,295	942	39,140	1,045	99,276	2 1 1¾	1 4 10½	1,615	352	48,497
1879 - - -	1,244	10	4,762	15,408	524	16,707	432	39,087	2 1 9¾	1 3 11	878	126	18,763
1880 - - -	1,296	—	4,987	15,093	616	17,421	621	40,034	2 1 6¾	1 3 5¾	928	146	19,477
1881 - - -	1,071	—	4,051	14,171	532	16,029	549	36,403	2 1 6¾	1 3 4	898	126	17,753
1882 - - -	1,137	—	4,184	14,276	530	14,850	470	35,447	2 0 11¾	1 3 10½	849	124	17,418
1883 - - -	923	—	4,707	12,636	412	14,500	411	33,589	2 1 2	1 3 3	700	120	16,344
1884 - - -	728	—	3,728	10,916	280	13,071	366	29,089	2 0 9¾	1 2 5¾	525	112	14,390
1885 - - -	1,136	—	3,688	9,926	242	12,003	317	27,312	2 1 7¾	1 3 1¾	445	100	13,173
1886 - - -	486	—	3,362	10,056	311	11,917	368	26,500	2 1 6¾	1 2 9¾	461	94	12,486
Total - -	23,829	25	65,612	174,250	5,309	193,327	5,905	468,257	—	—	—	—	—

* Calculated on complete annual returns only.
† Undenominational and other schools returned separately from 1879.

Digitized by Google

(No. 13.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Free Church Schools.*

Year.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Parochial Boards (School Pence).	From Government Grants.	From other Sources.	Total.	Rate of Income per Scholar in Average Attendance.†	Rate of Income per Scholar from Local Sources.†	No. of Scholars whose Fees were paid by Parochial Boards.	Total No. of Schools Inspected.	Average No. of Scholars in Attendance.
	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.			
1877	1,754	42	4,255	13,508	217	12,008	452	32,236	1 19 1½	1 4 6½	326	116	16,829
1878	2,008	41	5,716	13,452	191	12,733	452	34,593	2 1 1½	1 5 10½	330	125	16,979
1879	345	41	1,549	6,976	140	7,048	260	16,359	2 1 4½	1 4 0	362	45	8,106
1880	413	—	1,314	7,120	102	6,543	225	15,717	1 19 1½	1 2 10½	229	39	8,187
1881	385	—	1,074	6,593	74	5,891	234	14,249	1 19 8½	1 3 4	124	35	7,205
1882	320	—	968	6,689	80	6,004	300	14,367	2 0 8½	1 3 8½	131	32	7,055
1883	453	—	830	6,187	86	5,945	234	13,735	2 0 3½	1 2 10	139	30	6,792
1884	319	—	903	5,454	50	5,474	259	12,459	2 2 6	1 3 10	91	27	5,863
1885	373	—	853	5,295	51	5,452	356	12,380	2 3 2½	1 4 7½	100	27	5,807
1886	596	—	633	5,391	52	5,004	285	11,961	2 2 5½	1 4 10½	96	26	5,692
Total	6,970	124	18,095	76,665	1,043	72,102	3,057	178,056	—	—	—	—	—

Episcopal Schools.

1877	209	—	3,645	3,900	65	5,161	164	13,144	1 11 1½	0 18 10½	172	72	8,511
1878	238	—	3,632	4,065	75	5,654	105	13,767	1 12 2	0 18 11½	211	74	8,624
1879	177	—	3,411	4,176	89	6,151	126	14,130	1 13 0½	0 18 7	238	73	8,642
1880	250	—	3,748	4,363	118	6,278	130	14,887	1 12 9½	0 18 10½	252	74	9,172
1881	173	—	3,412	4,693	147	6,950	185	15,560	1 12 7½	0 18 0	305	77	9,708
1882	227	—	3,832	4,886	164	7,322	132	16,563	1 14 6½	0 19 1½	335	78	9,641
1883	189	—	3,656	5,223	166	7,525	189	16,948	1 13 4½	0 18 7½	313	76	10,208
1884	245	—	3,649	5,410	171	8,184	144	17,803	1 14 6½	0 18 6½	354	77	10,345
1885	292	—	3,242	5,373	189	7,892	262	17,250	1 14 5½	0 18 5½	358	74	10,242
1886	206	—	3,521	5,605	235	8,398	217	18,182	1 14 5½	0 18 6½	463	75	10,581
Total	2,206	—	35,748	47,692	1,419	69,515	1,654	158,234	—	—	—	—	—

* Undenominational and other schools returned separately from 1879.
† Calculated on complete annual returns only.

Digitized by Google

(No. 13.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Roman Catholic Schools.

Year.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Parochial Boards (School Pence).	From Government Grants.	From other Sources.	Total.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	No. of Scholars whose Fees were paid by Parochial Boards.	Total No. of Schools inspected.	Average No. of Scholars in Attendance.
	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.			
1877	212	—	13,844	8,677	742	13,887	629	37,991	1 9 4	0 18 4	1,292	112	26,519
1878	217	—	14,472	8,760	780	17,232	356	41,817	1 13 1½	0 19 4½	1,401	118	26,425
1879	251	—	16,478	8,844	981	18,725	136	45,415	1 12 10¾	0 19 2½	1,571	127	28,827
1880	312	—	14,644	8,843	1,126	20,286	256	45,467	1 10 5	0 16 7½	2,140	127	31,588
1881	520	—	12,526	9,379	1,376	23,564	277	47,642	1 10 6½	0 15 7	2,605	133	32,633
1882	202	—	13,197	10,165	1,531	23,620	255	48,970	1 10 6¾	0 15 8¾	2,673	138	33,283
1883	327	—	11,983	11,082	1,681	24,658	138	49,869	1 10 10	0 15 7¾	2,859	139	32,714
1884	466	—	12,026	11,793	1,719	26,006	273	52,283	1 11 2½	0 15 7¾	2,855	150	33,818
1885	587	—	12,694	11,900	1,799	26,394	404	53,778	1 11 11	0 16 0¾	2,896	148	34,378
1886	379	—	14,249	12,235	2,077	28,269	280	57,489	1 12 2¾	0 16 5	3,518	150	35,561
Total	3,473	—	136,113	101,678	13,812	222,641	3,004	480,721	—	—	—	—	—

Undenominational and other Schools.†

1879	7,712	—	12,341	19,939	417	27,277	536	68,222	2 1 11½	1 5 1½	818	265	32,878
1880	8,674	—	8,831	19,310	395	25,431	570	63,211	2 1 4¼	1 4 8½	751	236	30,728
1881	8,419	—	8,703	19,104	445	25,175	633	62,479	2 1 8	1 4 10½	804	238	30,067
1882	8,449	—	7,440	19,531	503	24,220	442	60,585	2 1 7¾	1 4 9	789	227	28,740
1883	8,494	—	7,537	20,307	350	25,717	456	62,861	2 3 2½	1 5 6¼	667	233	29,514
1884	8,759	—	7,646	20,073	337	25,635	463	62,913	2 2 7½	1 5 3	666	230	29,825
1885	8,667	—	9,195	18,263	325	25,007	495	61,952	2 3 8	1 5 11	669	222	28,774
1886	8,802	—	7,765	20,437	351	25,588	760	63,703	2 4 2¼	1 6 4¼	694	220	28,768
Total	67,976	—	69,458	156,964	3,123	204,050	4,355	505,926	—	—	—	—	—

Summary under Years.

1877	18,266	205,604	40,315	225,803	6,710	236,606	5,602	738,906	2 0 1¾	1 7 0¾	13,368	2,943	375,858
1878	19,671	207,308	39,793	236,140	7,486	283,192	5,658	799,248	2 1 9	1 6 9½	14,871	3,011	390,380
1879	19,060	207,576	39,369	233,822	8,190	315,499	5,693	829,209	2 2 4½	1 6 1½	15,993	3,019	398,908
1880	21,016	205,011	33,994	242,174	9,632	329,686	6,577	848,090	2 1 2½	1 5 1½	18,620	3,064	418,915
1881	20,746	196,563	30,322	249,990	10,511	350,838	7,729	866,699	2 1 5½	1 4 7	20,278	3,077	423,048
1882	20,360	191,797	30,128	258,205	11,013	360,063	6,940	878,506	2 1 1	1 4 2½	20,682	3,076	433,169
1883	19,883	196,708	29,196	265,306	11,115	377,357	6,503	906,068	2 1 2¾	1 4 0	20,835	3,092	443,358
1884	19,765	211,989	28,517	278,041	11,071	386,485	6,509	942,377	2 1 7¾	1 4 4¾	20,722	3,132	458,121
1885	20,715	206,141	30,024	278,919	11,202	398,034	7,915	952,950	2 1 5¾	1 4 1¾	20,532	3,082	465,164
1886	19,937	227,530	29,980	295,427	12,802	419,217	8,495	1,013,388	2 1 11¾	1 4 5¾	23,499	3,093	485,649
Total	199,419	2,056,227	331,638	2,563,827	99,732	3,456,977	67,621	8,775,441	—	—	—	—	—

* Calculated on complete annual returns only.

† Included with Church of Scotland and Free Church Schools in former years.

Digitized by Google

(No. 13.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Summary under Denominations.

—	For Years.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Parochial Boards (School Pence).	From Government Grants.	From other Sources.	Total.
		£	£	£	£	£	£	£	£
Public Schools	1877-1886	94,965	2,056,078	6,612	2,006,578	75,026	2,695,342	49,646	6,984,247
Schools connected with *Church of Scotland*	1877-1886	23,829	25	65,612	174,250	5,309	193,327	5,905	468,257
Free Church Schools	1877-1886	6,970	124	18,095	76,665	1,043	72,102	3,057	178,056
Episcopal Schools	1877-1886	2,206	—	35,748	47,692	1,419	69,515	1,654	158,234
Roman Catholic Schools	1877-1886	3,473	—	136,113	101,678	13,812	222,641	3,004	480,721
Undenominational and other Schools*	1879-1886	67,976	—	69,458	156,964	3,123	204,050	4,355	505,926
Total	—	199,419	2,056,227	331,638	2,563,827	99,732	3,456,977	67,621	8,775,441

* Included with Church of Scotland and Free Church Schools in former years.

Digitized by Google

(No. 13.)—Abstract of Expenditure of Elementary Schools inspected for Annual Grants for Years 1877–1886.

Public Schools.

Year.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Rate of Expenditure per Scholar in Average Attendance.*	Total Number of Schools inspected.	Average Number of Scholars in Attendance.
	£	£	£	£	£ s. d.		
1877 -	465,093	15,053	72,341	552,487	2 1 7½	2,271	272,446
1878 -	514,055	13,249	81,563	608,867	2 2 10½	2,342	289,855
1879 -	547,603	11,443	84,832	643,878	2 3 6½	2,383	301,692
1880 -	569,874	10,641	86,319	666,834	2 2 4½	2,442	319,763
1881 -	586,177	11,992	89,336	687,505	2 2 7½	2,468	325,682
1882 -	592,157	12,295	95,472	699,924	2 1	2,477	337,032
1883 -	609,282	13,097	103,457	725,836	2 2 1½	2,494	347,786
1884 -	637,864	16,661	111,378	765,903	2 2 8	2,536	363,880
1885 -	647,845	16,970	110,735	775,550	2 2 2½	2,511	372,790
1886 -	687,982	20,400	122,827	831,209	2 2 8½	2,528	392,561
Total -	5,857,932	141,801	958,260	6,957,993	—	—	—

Schools connected with Church of Scotland.†

1877 -	84,574	3,295	12,650	100,519	1 18 11	372	51,553
1878 -	82,301	2,973	11,732	97,006	2 0 1½	352	48,497
1879 -	33,823	1,283	4,141	39,247	2 1 11½	126	18,763
1880 -	34,803	1,166	4,448	40,417	2 1 11½	146	19,477
1881 -	30,605	1,012	4,363	35,980	2 1 8½	126	17,753
1882 -	29,822	1,051	4,530	35,403	2 0 11½	124	17,418
1883 -	27,583	974	4,071	32,628	1 19 11	120	16,344
1884 -	24,390	908	3,560	28,858	2 0 5½	112	14,390
1885 -	22,729	943	3,879	27,551	2 2 0	100	13,173
1886 -	22,383	930	3,272	26,585	2 1 4½	94	12,486
Total -	393,013	14,535	56,646	464,194	—	—	—

Free Church Schools.†

1877 -	26,566	1,078	4,065	31,709	1 18 5	116	16,829
1878 -	28,205	956	4,679	33,840	2 0 2½	125	16,979
1879 -	13,992	356	1,769	16,117	2 1 1½	45	8,106
1880 -	14,289	388	1,609	16,286	2 0 7½	39	8,187
1881 -	12,735	314	1,494	14,543	2 0 6½	35	7,205
1882 -	12,275	335	1,676	14,286	2 0 6	32	7,055
1883 -	11,680	370	1,378	13,428	1 19 4½	30	6,792
1884 -	10,529	272	1,424	12,225	2 1 8½	27	5,863
1885 -	10,948	305	1,355	12,608	2 4 3½	27	5,807
1886 -	10,090	272	1,425	11,787	2 2 3½	26	5,692
Total -	151,309	4,646	20,874	176,829	—	—	—

* Calculated on complete annual returns only.
† Undenominational and other schools returned separately from 1879.

Digitized by Google

(No. 13.)—ABSTRACT of EXPENDITURE of ELEMENTARY SCHOOLS inspected for ANNUAL GRANTS—*continued.*

EPISCOPAL SCHOOLS.

Year.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Rate of Expenditure per Scholar in average Attendance.*	Total Number of Schools inspected.	Average Number of Scholars in Attendance.
	£	£	£	£	£ s. d.		
1877 -	10,387	510	2,410	13,307	1 11 6½	72	8,511
1878 -	11,101	505	2,172	13,778	1 12 2½	74	8,624
1879 -	11,576	480	2,178	14,234	1 13 3	73	8,642
1880 -	12,068	517	2,512	15,097	1 13 0¾	74	9,172
1881 -	12,748	612	2,448	15,808	1 13 2½	77	9,708
1882 -	13,235	560	2,644	16,439	1 14 2½	78	9,641
1883 -	13,479	596	2,758	16,833	1 13 2	76	10,208
1884 -	14,226	583	2,928	17,737	1 14 4½	77	10,345
1885 -	13,930	581	2,853	17,364	1 14 8¾	74	10,242
1886 -	14,499	586	3,105	18,190	1 14 6	75	10,581
Total -	127,249	5,530	26,008	158,787	—	—	—
ROMAN CATHOLIC SCHOOLS.							
1877 -	26,475	2,958	10,667	40,100	1 11 1½	112	26,519
1878 -	28,001	2,897	10,344	41,242	1 12 8	118	26,425
1879 -	30,310	2,716	11,432	44,458	1 11 11½	127	28,827
1880 -	31,629	2,891	11,939	46,459	1 10 11½	127	31,588
1881 -	33,304	2,970	11,264	47,538	1 10 4½	133	32,633
1882 -	33,831	3,056	11,706	48,593	1 10 1¾	138	33,283
1883 -	34,371	2,916	12,403	49,690	1 10 9¾	139	32,714
1884 -	36,126	3,046	12,911	52,083	1 11 0½	150	33,818
1885 -	36,014	3,304	14,421	53,739	1 11 6½	148	34,378
1886 -	38,226	3,203	15,472	56,901	1 11 11	150	35,561
Total -	328,287	29,957	122,559	480,803	—	—	—
UNDENOMINATIONAL AND OTHER SCHOOLS.†							
1879 -	56,050	2,118	8,997	67,165	2 1 2¾	265	32,879
1880 -	51,060	1,877	9,253	62,190	2 0 8½	236	30,728
1881 -	50,322	1,796	9,283	61,401	2 0 11¾	238	30,067
1882 -	48,603	1,803	8,867	59,273	2 0 8½	227	28,740
1883 -	50,710	1,896	9,488	62,094	2 2 6½	233	29,514
1884 -	50,028	1,991	10,098	62,117	2 1 11¾	230	29,825
1885 -	48,649	1,952	9,986	60,587	2 2 6	222	28,774
1886 -	50,382	1,990	10,390	62,762	2 3 4¾	220	28,768
Total -	405,804	15,423	76,362	497,589	—	—	—
SUMMARY UNDER YEARS.							
1877 -	613,095	22,894	102,133	738,122	2 0 1½	2,943	375,858
1878 -	663,663	20,580	110,490	794,733	2 1 6	3,011	390,380
1879 -	693,354	18,396	113,349	825,099	2 2 1¾	3,019	398,908
1880 -	713,723	17,480	116,080	847,283	2 1 2	3,064	418,915
1881 -	725,891	18,696	118,188	862,775	2 1 3½	3,077	423,048
1882 -	729,923	19,100	124,895	873,918	2 0 10¼	3,076	433,169
1883 -	747,105	19,849	133,555	900,509	2 0 11½	3,092	443,358
1884 -	773,163	23,461	142,299	938,923	2 1 5¾	3,132	458,121
1885 -	780,115	24,055	143,229	947,399	2 1 3	3,082	465,164
1886 -	823,562	27,381	156,491	1,007,434	2 1 8¾	3,093	485,649
Total -	7,263,594	211,892	1,260,709	8,736,195	—	—	—

* Calculated on complete annual returns only.
† Included with Church of Scotland and Free Church schools in former years.

Digitized by Google

(No. 13.)—Abstract of Expenditure of Elementary Schools inspected for Annual Grants—*continued.*

Summary under Denominations.

—	For Years.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.
		£	£	£	£
Public Schools - - - - -	1877-1886	5,857,932	141,801	958,260	6,957,993
Schools connected with *Church of Scotland* - - - - -	„	393,013	14,535	56,646	464,194
Free Church Schools - - -	„	151,309	4,646	20,874	176,829
Episcopal Schools - - - -	„	127,249	5,530	26,008	158,787
Roman Catholic Schools - - -	„	328,287	29,957	122,559	480,803
Undenominational and other schools* -	1879-1886	405,804	15,423	76,362	497,589
	Total - -	7,263,594	211,892	1,260,709	8,736,195

* Included with Church of Scotland and Free Church Schools in former years.

Digitized by Google

(No. 14.)—TABLE relating to ELEMENTARY DAY SCHOOLS inspected for ANNUAL GRANTS in Scotland, for Years 1877–1886.

Number of	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.
Schools (institutions) inspected by H.M. Inspectors	2,931	2,998	3,003	3,056	3,074	3,073	3,090	3,131	3,081*	3,092
Departments, under separate teachers in those schools	3,217	3,290	3,313	3,377	3,395	3,380	3,403	3,435	3,374	3,388
Scholars for whom accommodation is provided	535,949	563,481	585,629	602,054	612,483	619,086	633,701	655,672	660,101	691,405
Scholars on the school registers	472,668	494,488	508,452	534,428	544,982	555,660	569,241	587,945	592,266	615,498
Scholars present on day of inspection	417,699	439,021	447,801	470,581	475,021	490,372	498,514	518,844	521,417	542,902
Scholars in average attendance	360,413	377,257	385,109	404,618	409,966	421,265	433,137	448,242	455,655	476,890
Scholars qualified by attendance to earn grants:—										
(*a.*) Scholars on individual examination	282,961	307,891	319,347	338,916	345,142	355,535	366,898	380,687	392,544	412,429
(*b.*) Infants	51,773	54,745	53,592	54,634	55,267	57,731	59,431	63,054	62,558	65,723
Scholars individually examined	249,661	276,797	286,814	304,211	311,228	320,750	330,706	345,293	355,278	373,838
Scholars who passed in reading	232,548	256,781	263,300	279,408	286,099	296,085	306,205	321,390	332,517	351,590
Scholars ditto writing	219,829	244,128	252,649	268,146	276,518	286,354	298,351	312,838	325,056	342,811
Scholars ditto arithmetic	201,167	226,153	236,396	252,858	262,014	273,048	284,368	298,117	310,721	324,409
Infants, qualified by attendance, who earned grants without individual examination on being presented to the Inspector on the day of inspection	46,696	49,774	48,973	50,666	51,414	54,207	55,491	59,282	58,553	60,805
Average attendance of scholars over 7 who earned grants under Art. 19 C. 1.	259,263	275,479	286,416	305,831	311,100	322,601	332,206	345,980	355,934	375,525
Ditto ditto Art. 19 C. 2.	219,639	244,498	258,790	274,950	289,111	299,777	312,656	326,201	337,129	359,821
Scholars individually examined in higher subjects (Code of 1874)	24,351	33,777	43,396	50,881	55,462	58,210	58,546	61,429	62,846	68,722
Scholars who passed in one subject (only)	10,125	13,940	17,576	20,784	22,411	23,088	23,425	24,191	25,662	28 256
Scholars ditto two subjects	8,386	12,735	16,988	19,522	22,525	24,190	24,752	26,565	25,992	28,523
Scholars ditto three subjects	861	1,238	1,521	1,898	2,301	2,805	3,225	3,705	3,766	4,710
Certificated teachers	4,680	4,953	5,148	5,330	5,544	5,728	5,974	6,220	6,365	6,704
Assistant teachers	200	288	357	444	568	712	934	1,012	1,031	1,159
Pupil-teachers	4,989	4,883	4,648	4,582	4,351	3,650	3,641	3,629	3,693	3,782
Female assistants (Art. 32 c. 3.)	68	103	111	110	116	120	122	120	132	137
Stipendiary monitors	—	—	38	70	60	48	40	32	24	24

* Decrease owing to changes of date of inspection.

Digitized by Google

(No. 15.)

Day Schools.

Population of School Age*; Age of Scholars; and Proficiency of Scholars examined; 1885–86.

	Aged													Total.
	2 and under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	
Estimated population	108,003	106,893	104,165	102,477	97,733	94,402	91,809	88,082	89,973	83,115	84,969	83,084	85,879	1,220,584
Number of scholars on the books of elementary schools on annual grant list	41	1,597	10,861	39,563	73,000	81,121	82,981	82,633	79,641	73,481	55,815	30,132	14 and over 13,687	624,553
Number of scholars on the books of elementary schools inspected during year	41	1,581	10,813	39,272	72,229	80,191	81,847	81,320	78,213	72,096	54,688	29,598	13,609	615,498
						I.†	II.†	III.†	IV.†	V.†	VI.†	Ex VI.‡		Total.
Number of scholars presented for examination in standards:—														
Under 10 years of age	- -	- -	- -	- -	- -	73,235	64,637	42,933	3,909	84	—	—		184,798
Over 10 years of age	- -	- -	- -	- -	- -	3,538	11,315	31,337	64,252	54,927	23,671	(10,155)		189,040
Total	- -	- -	- -	- -	- -	76,773	75,952	74,270	68,161	55,011	23,671	(10,155)		373,838
Number of scholars who passed without failure in standards:—														
Under 10 years of age	- -	- -	- -	- -	- -	65,664	58,166	36,186	3,161	63	—			163,240
Over 10 years of age	- -	- -	- -	- -	- -	3,015	9,652	24,147	46,458	35,613	15,929			134,814
Total	- -	- -	- -	- -	- -	68,679	67,818	60,333	49,619	35,676	15,929			298,054
Number of scholars who failed in one or more of the subjects in standards:—														
Under 10 years of age	- -	- -	- -	- -	- -	7,571	6,471	6,747	748	21	—			21,558
Over 10 years of age	- -	- -	- -	- -	- -	523	1,663	7,190	17,794	19,314	7,742			54,226
Total	- -	- -	- -	- -	- -	8,094	8,134	13,937	18,542	19,335	7,742			75,784

* To correspond with the ages of children on the school registers. Education is compulsory for children between 5 and 13 years of age. Education Act (Scotland), 1872, section 69.

† The standards are placed under the years (*see* heads of columns) in which each is *meant* to be passed.

‡ Specific subjects only. Article 21 *b*.

Digitized by Google

REPORTS OF HER MAJESTY'S CHIEF INSPECTORS.

General Report, *for the Year* 1886, *by* Charles E. Wilson, Esq., M.A., LL.D., F.R.S.E., *one of Her Majesty's Chief Inspectors, on the* State of Education *in the* Southern Division of Scotland.

My Lords, Edinburgh, March 1887.

I have the honour to present to your Lordships my third report on the Southern Division of Scotland. Since the date of my last report the metropolitan district has been divided, and Mr. Stewart has been transferred from Banffshire to the new district, comprising the county of Haddington, the landward part of the county of Edinburgh, and the town of Leith, while I retain the city of Edinburgh and the county of Linlithgow. By this arrangement the work of this large and important district is more thoroughly and efficiently carried on, while I benefit by the cordial co-operation of another accomplished and experienced colleague. Introduction.

In submitting this report, I may observe that it is unnecessary to comment upon certain defects in the state of the instruction which are likely to be met by the provisions of the new Code, which comes into operation in April. Effect has now been given to many of the suggestions which have, from time to time, been made in previous reports, and it is superfluous to animadvert upon certain features of the school-work, which will doubtless be considerably modified by the operation of the new regulations.

I propose, however, to follow the order, which I have observed in previous reports, and to make such observations as naturally arise from a careful consideration of the existing conditions of school-work—exhibited in the valuable and suggestive reports of my colleagues—as compared with the conditions which will be established by the various regulations so soon to take effect.

The points which, in accordance with my instructions, I purpose to take up in this report are necessarily those which I have already treated in detail in my previous divisional reports. Points taken up in this report.

Supply.

Except in the case of Edinburgh and Leith, I am not aware of any serious deficiency of school accommodation in the Southern Division. In the rural districts the population has, as a rule, diminished of recent years, and the supply of school places is, therefore, quite sufficient for the scholars in ordinary attendance. Here and there, it is true, the buildings are not all that one could wish. They are sometimes old, and have been added to, from time to time, to meet occasional and pressing needs, the furniture and apparatus are barely up to the requirements of the day, and many little conveniences of modern school-life are wanting. But still they are sufficient for the immediate wants of the localities, and it would be injudicious, in present circumstances, to do more than merely to point out the deficiencies and wait for a more convenient season to get them supplied. Supply sufficient except in Edinburgh and Leith.

In Edinburgh the supply of school accommodation does not so much fall short of the demand as it does in its distribution, &c. Certain School accommodation

Digitized by Google

not well distributed.

districts of the city have grown, and are growing, so rapidly, that the school board find the greatest difficulty in making the school supply keep pace with the population. Again, there are certain classes of schools, such as the Episcopal and the Roman Catholic, which, practically speaking, are only available for the children of these denominations, and cannot, therefore, be reckoned as forming part of the statutory school supply to be provided by the school board. There are, in these schools, it is true, a certain number of vacant places, but the school board cannot force neglected children to be sent there. The districts of the city in which the school board find the greatest pressure from want of adequate accommodation are Stockbridge, Leith Walk, Bristo, Causewayside, and Dalry. On this subject the clerk of the board remarks :—

Districts of the city where the want of school accommodation is most felt.

"Within the last year or two, the board have so far met the pressure by the erection of South Bridge School, and the enlargement of Leith Walk and Causewayside Schools. It was thought that by enlarging Leith Walk School to the extent of about 440 places, calculated at 9 and 10 square feet per pupil, that no more accommodation would be required for a few years to come, but so rapidly has the population in the district increased that the school is already filled up."

The Heriot Schools.

The Heriot Schools, recently taken over by the school board, were 12 in number. But Heriot Bridge and Victoria Street Schools have been closed, and the board have only agreed to purchase three of the remainder, viz., St. Bernard's, Regent Street, and Davie Street. These schools, as soon as circumstances will permit, are to be enlarged and otherwise adapted to meet the requirements of the Scotch Education Department; but the other (seven) Heriot Schools are only to be kept up until the board can provide other and better accommodation for the children. They are all more or less unsuitable for school purposes, and could not, under any circumstances, be made to meet the ordinary requirements of the Education Department in regard to offices, playgrounds, &c.

Means taken to supply the deficiency of school accommodation.

Still further to meet the daily growing demand for accommodation, the board have acquired eligible sites in East London Street, Torphichen Street, and Castle Hill. These schools will furnish about 2,800 school places, and when to this number are added the 1,235 places in Milton House School, which will be opened in September next, 4,035 school places will have been added to the school supply of the city. But this is not all. The board, I am informed, intend to erect a large school in the populous and growing suburb of Morningside to accommodate about 1,200 children. It is further proposed that this school should be of the better class,—higher even than Warrender Park,—while the schools in Torphichen Street and East London Road will probably be of the same class, as regards fees, &c., as Warrender Park. Many people, it is now found, are anxious to send their children to a higher grade of school, for the superior advantages of which they are quite willing to pay a higher fee.

A caution.

With these large and important additions the school supply of Edinburgh would, in my opinion, be quite sufficient to meet the present wants of the population. But this is a matter that requires continual watching, as the statement of gross accommodation is misleading, when it refers to a large area, or to the ever-changing population of a large city like Edinburgh.

School supply of Leith.

As regards the school supply of his district, but more especially of Leith, I will allow Mr. Stewart to state his own case.

Mr. Stewart.

"My report on this subject must necessarily be imperfect, as I have only visited about one half of my schools. Even in these a good deal remains to be done. Some of the buildings are objectionable. They have been added to from time to time, and, in many cases, afford anything but a satisfactory permanent provision. As regards

Digitized by Google

Leith, I visited all the schools, collected statistics, met the school board, and sent a full report to my Lords. On a subsequent occasion, in company with the convener and the board's architect, I visited two proposed sites, and urged strongly that they should be acquired by the board. I recently wrote to the clerk, asking him to state to me how matters stood at present, and I extract the following from his reply:—

"'I beg to inform you (1) that when Lochend Road School is opened in the spring of next year, there will be additional accommodation for 1,559 children; (2) that plans have been approved by the Department for adding 915 places to Yardheads School; and (3) that ground is now being acquired at Couper Street for the erection of a new school on the north side of the town. Estimates will shortly be obtained for the extension of Yardheads School.'

Dr. Bell's schools.

"A further difficulty occurs in the case of Dr. Bell's schools in Leith. There are two of these. In No. 1 there is room for 630 children, and the average attendance, for the week before I visited the school, was 925 1 In No. 2 there are places for 300, and the average attendance for February was 458, and for March 463, with 566 on the roll. These schools are not under inspection, and there is no guarantee that they are efficiently taught. I do not mean to suggest that they are not, as I have no means of judging, but with such overcrowding, want of proper educational appliances, and absence of any regulating examinations, it would be strange indeed if education did not suffer, while the objectionable premises must tend to impair the physical and mental health both of children and teachers. It would be most desirable that the schools should come under the management of the school board as soon as possible."

Attendance.

Further improvement required.

I regret that I cannot report the further improvement that was needed in the matter of regularity of attendance. Although the compulsory officer, generally speaking, continues to do his duty, and no doubt hands in statedly a list of defaulters to his board, the statistics of the average attendance, as compared with those of the number on the rolls, and the number present at inspections, indicate that, during the past year, a distinct falling off has taken place in this respect. While there are more children nominally at school, irregularity of attendance is more prevalent, especially in the rural districts. Making every allowance, therefore, for the difficulty of securing early and regular attendance in pastoral and other outlying districts, it is evident that not a few boards must have allowed their compulsory powers to fall into abeyance, and virtually to become a dead letter.

Compulsory clause badly worked.

Attendance of children under seven unsatisfactory.

Again, the abnormally small number of children under seven found in our schools is a further evidence of this laxity on the part of school boards. A feeling is no doubt widely diffused in Scotland that young children are better at home, but it is clearly the duty of the school board, acting through its executive officer, to use every endeavour to counteract, if they cannot eradicate, such an erroneous and mistaken impression.

Mr. Walker.

On this subject Mr. Walker reports:—

"There is still much to be desired on the score of regularity of attendance both in town and country. I still come across many children, who up to the age of eight, nine, or ten, seem to have been able to evade the provisions of the Education Act."

Mr. Scougal.

Mr. Scougal reports:—

"It is no exaggeration to say that in not a few of the country parishes no real attempt at all is made to work the compulsory clauses of the Education Acts; not, by any means, because there is no need for working them, but simply because, in too many cases, members of rural boards either take no care about the matter, or else are from self-interest desirous that these clauses should not be worked. In the manufacturing towns of my district, the state of things has hitherto been distinctly better. But it is not encouraging to find, in January 1887, the chairman of the school board of the largest of these towns saying at a board meeting, in defence of the policy and procedure he had adopted in regard to school attendance, that 'he 'would *never* be a consenting party to the prosecution of parents whose children had 'passed in *two* subjects in standard V,' and the leading local paper in its comments on the discussion, after pointing out that the young in this town 'have opportuni-'ties for earning a wage at an early age which few towns possess,' arguing thus:—

Digitized by Google

'Looking to that, it would be downright oppression, it would be a crying shame, if 'members of a school board stood in the way of parents seeking to supplement their 'income—scanty it may be—by the help of their progeny. . . On the whole, 'the board will exercise a wise discretion—and that discretion ought to be within 'its power if it insists on 'elementary education' only when 'elementary education' 'has not been secured. To say that parents should force their children to school, 'because the 'average attendance' is bad, is simply interfering with parental liberty, 'and will serve no good purpose.'

"Little good purpose would be served by entering here into any argument to show how far this line of thought is from true insight intot he highest duties of the parents, the best interests of the children, or the proper aim of even elementary education work. But it is, I fear, only too true a sign of the fact that, among an increasingly large class of the parentage of, at least, this part of Scotland, the zeal for the education of their children is not what it once was. There is now far too much eagerness and hurry to turn the children as quickly as possible into mere wage-earning machines.

"The provisions of our new Code (1886) will be of service in bringing more forcibly home to school boards the need for their giving greater heed to the securing of regularity of attendance. The fuller requirements of that Code, its wider use of the 'average attendance' as a basis for the calculation of grant, its larger recognition of the principle of payment for classes instead of for individuals, will all tend to emphasize the importance of regular attendance. For although an individual child may, in spite of much irregularity, manage to squeeze through for a bare 'pass,' it is certain that no *class* can attain the highest results under examination, unless the attendance of its members has been so steady as to secure its having been taught and worked, from the beginning of the session to the end, as one well-knit whole. A difference in grant of several shillings a head upon a considerable average attendance may, in all probability, under the new Code, depend, in a great measure, on the regularity with which the scholars have attended throughout the year; and the 'average attendance' itself, upon which the grant is calculated, must, as a matter of course, rise in proportion to regularity."

I agree with Mr. Scougal in his remarks on the prospective action of the new Code. School boards will, therefore, do well to take time by the forelock and use every means in their power to secure greater regularity of attendance before the want of it has caused any serious diminution in the earnings of the school. Besides, there is no way in which they can more effectively aid and encourage the teacher than by giving earnest attention to this most important matter of regularity of attendance.

Mr. Stewart.

Mr. Stewart reports:—

"The sore of irregular attendance has not yet been healed. The hardships are different from those to which I have been accustomed in the north, but are no less serious. Setting aside the certainty of bad weather, the probability of ordinary ailments, and the possibility of epidemics, I find that the carrot, strawberry, and potato crops demand the aid of young hands to gather them. One or two school boards have allowed parents to withdraw their children for such occupations, on the understanding that the children will be sent very regularly to school during the rest of the year. But this is just the time, in the case of many schools, when regular attendance is most important, in view of the coming examination.

"Last week I visited two schools and found the registers not marked, because, in consequence of a heavy rainfall, not half of the children were present. A few days before, I found that a large number of children were absent from two other schools, being engaged in potato-lifting; and to-day (1st November) I visited a school where 36 were absent owing to an epidemic of scarlet fever.

"One scarcely knows what to advise or suggest in such cases."

Methods and Results of Instruction.

Reading.

On the subject of reading I have to repeat complaints frequently made in previous reports. So far as *mere pass-work* goes, the reading in the Southern Division is not unsatisfactory; but it is to be remembered that a pass mark does not indicate, even in the higher standards, that the reading is spirited and expressive. It is in these respects that I have

Digitized by Google

to complain of it. And I fear that reading, even in the higher classes of our schools, will continue to be dull and lifeless, until teachers can be brought to realise that it is an imitative art, and to be learned not merely by practice, but by example. In a word, no instruction can be really effective, unless the children have continually before them a model of good reading in the reading of the teacher himself. He should often read to his class, encouraging the scholars to follow him, to imitate the modulation of his voice, and to observe his style and manner. Again, children should be taught to read not only intelligibly and fluently, but intelligently and agreeably, and there is a great difference between the two. In listening to the reading of an advanced class, I have sometimes heard children articulate and pronounce words of "learned length" with accuracy and apparent ease, but their performance gave me the impression, so disagreeable to the listener, that they were not following, or even trying to follow, the meaning of the passage. It is unsatisfactory to pass, but, I presume, impossible to reject, reading of this kind.

It is, however, pleasing to record that in many schools there is a steadily increasing number of children who read extremely well and with remarkable fluency, intelligence, and distinctness.

On this subject Mr. Dunn reports:— Mr. Dunn.

"The importance of reading is paramount; in modern society it is a habit which is to intellectual life what respiration is to corporeal life; the utility of many other subjects taught at school is variable, secondary, or even problematical; many attainments largely evanesce without much detriment to the intelligence or to social efficiency; but the importance of an ability to read with ease is subject to no doubt, admits of no qualification; the possession of this acquirement is in perpetual demand and is perpetually desirable; without it the mind is dwarfed, and social usefulness marred, or even, in many cases, practically annihilated; and therefore the utmost care, the most assiduous effort, must be employed to assure to every child of average intelligence the use and the command of this indispensable instrument of individual and collective progress.

"In the former days, now so much derided, this was thoroughly understood, and children left school after reading text-books of such a degree of difficulty and elaboration of style that, it may be confidently affirmed, their subsequent reading could not have been impeded by any mechanical disability. The tendency to confine the reading to extracts which can be readily explained, and to admit no word except 'on business,' is shortsighted and irrational; for words like human beings are known by the company they keep, they are largely interpreted by their contexts; and many of them must wait for the gradual development of the reader's intelligence before they can find a home in his mind. As we do not limit our eating to things that can be instantly digested and assimilated, so we should not confine the reading of children to words that can be immediately apprehended; mechanical reading must precede comprehension; and this mechanical act is to comprehension what mastication is to digestion.

"The principal defects in the reading, such as it obtains in our schools, are as follows: first, not unfrequent indistinctness and inaudibility, so that it is impossible to follow the reading except with the assistance of the reading book. This is always a bad sign, for, in most cases, a low and indistinct tone argues want of confidence on the part of the reader, and insufficient familiarity with the passage read. Second, monotonous delivery. The passage is read *uno tenore vocis*, without the rhythmic rise and fall, and the varied stress, which are to reading what chiar-oscuro is to painting. This defect sometimes indicates that the reader is too much preoccupied with the mechanical act of reading, too little at his ease, to be able to add the proper graces of reading; but more frequently it merely shows that he has not been taught to regard rhythmic cadence and expression as essential to good reading. His reading has been, in fact, confined to correct articulation. Third, inattention to the punctuation. This is an almost universal defect. Even the full stop is neglected, and the voice is neither suffered to fall, nor is there any abatement of speed. One might suppose, indeed, that the book was printed like some ancient manuscript without any points whatever, and the voice proceeds like some traveller along a moorland path, where neither resting place nor half-way house is to be found. It follows from these defects that the reading can present not only neither oratorical nor dramatic expression, but not even the natural and instinctive expressiveness which is found in

Digitized by Google

unstudied speech. Now, in order that reading may be expressive, two prerequisites must be acquired, first, ability to read fluently and accurately; and, secondly, direct instruction by means of example. The first prerequisite may reasonably be expected, and is, indeed, largely possessed; but the second presents many difficulties. In the first place, out of school, expressive reading is rarely heard. Scotchmen, from whatever cause, lack the dramatic instinct which southern nations possess; and they shrink from oratorical emphasis as affected and ostentatious. And there can be little doubt that the prejudice against the drama, which has existed for centuries, has perpetuated this natural austerity. Secondly, reading is regarded rather as the bare communication of ideas than as *speech*, that is, it is viewed rather as matter than as manner.

"What then are the remedies for these defects? We shall assume that the children can read the given passage fluently and accurately. The next step is to ascertain that they understand the general sense of the passage. This is elementary, for expression simply means the vivid presentation of the *meaning* of a passage. Now *meaning* is etymologically thinking, and the meaning of a sentence is the thought that it conveys. Expressive reading, therefore, implies the vivid and graphic exhibition of the thought as portrayed in words. And, as in a painting there is a foreground in which the *thought* of the composition is prominently delineated, and a background to which the secondary accessories are consigned, so, in reading, the dominant emphasis must rest upon the central and important principal idea, while the subsidiary, or subordinate, or modifying ideas must be expressed in neutral tones. It is evident, therefore, that the reader must be able to discriminate between the essential and the accidental ideas presented, before he can read expressively. But while this is true, the converse is also true, that the effort, assisted by direct instruction, to bring into relief the dominant idea largely contributes to the comprehension of the passage read."

Mr. Barrie. Mr. Barrie reports:—

"I fear we are still far from the day when we shall be able to report, as Mr. Arnold does of the German style of reading, that not one but all of the class seemed to have a gift of such style of reading as would be accounted high in the most cultured circles of society. In only a small per-centage of the schools of this district is reading marked by careful articulation, fairly good expression, and general correctness of pronunciation. *O si sic omnes!* If the standard attained in these schools were attained in all, it would be hypercriticism to carp at the many provincialisms that obtain. Provincialisms are ineradicable in one generation, and I am free to confess that to me the gain of uprooting them is inappreciable—if indeed it should not be a distinct loss. All that can be asked is that the child should be trained to use his natural voice—tone and pitch alike—with clearness, deliberation, and expression. To aim at more in the elementary school is to waste valuable time. Of all the faults of reading, slovenly pronunciation is, perhaps, the commonest, and deserves the severest strictures. This evil might be cured by teachers insisting on full and clear answers to every question, as is the invariable practice in German schools.

"The double set of reading books now insisted on by the Code will be a great boon to the pupil, who has read his own book *usque ad nauseam*, and a distinct help to the general intelligence of the school.

"I am glad to be able to report that most of the school boards in my district have resolved to provide the second set."

Mr. Stewart. Mr. Stewart reports:—

"Reading has seldom been commented on unfavourably. Not that the results are generally of high excellence, but, under the present regulations, more than clear, well pronounced reading can scarcely be demanded. The new Code opens a vista, the farther end of which is dim. Many infant mistresses have, by well directed efforts, introduced remarkably successful modulation, which, however, cannot be called expressive. The children, at that unconscious age, are easily trained by pattern and simultaneous reading to raise their voices and let them fall. Unfortunately, however, when children reach the age of self-consciousness or shyness, they are not easily induced to continue the effort, and are apt to relapse into the monotone so much to be deprecated.

"If reading ever had a chance of improvement it has got it now. I do not expect to find, at first, very much in the way of expression, because elocution is, at all times, difficult and not essential, as I have said before, in the case of the great mass of the children, who will read silently, not aloud. Still, the careful grouping of words, with proper emphasis, and good pronunciation, and a fair amount of modulation, will lay the foundation of a pleasant and useful style of reading."

Digitized by Google

Mr. Scougal reports:— Mr. Scougal.

"I am glad to report that in a considerable number of the schools in my district more attention has been paid during the past year to the proper teaching of reading. As before, however, these cases only serve to show what can be accomplished where due effort is made. I am sorry to say that still in far too many of the schools there is little sign of such effort. The changes introduced into the new Code should do much to promote the better teaching of reading. The definite requirement of at least two sets of reading books for each of the first three standards is of itself no small gain. If these additional sets are wisely selected and properly used, they should prove a means of enabling the younger children to realise, as they have too seldom done hitherto, the true purpose of reading, and the benefits and the delights of this acquirement.

"In the higher standards, now that the requirement for a pass is freed from complication with comprehension, grammar, and analysis, we may fairly look for some of the qualities that mark really respectable *reading*. The hesitation, the mumbling, and the mechanical monotone, that are still too prevalent even in these standards will certainly involve failure. The reading, besides being, of course, accurate, fluent, and perfectly intelligible to any and every listener, should, by attention to natural pausing and emphasis, show intelligence and intelligent purpose on the part of the reader. Where the reading is thoroughly well taught and of high merit, it will, in addition to possessing the above characteristics, give evidence of habitual attention to modulation and expression, and of some regard to purity of pronunciation and accent."

Mr. Hugh Wilson reports:— Mr. H. Wilson.

"I am glad to be able to report an improvement in the reading of the lower standards, and to express the hope that, with grammar and explanation removed, this exercise will advance in the higher standards as well."

I agree with the many valuable and suggestive remarks of my colleagues. We want good intelligent reading; and here the aim should be "to open up the mind of the scholars and the treasures of our "literature together, to create a taste for reading, and to transform the "art of reading into an instrument of knowledge and the enjoyment "which knowledge conveys."

As might be expected, the style and character of the handwriting differ very much in different schools. When the teacher is a good penman himself, he takes a pride in making his scholars good penmen; from the outset he attaches proper importance to the exercise, and insists upon all the letters being well and neatly formed, and of uniform size and slope. Accuracy of transcription and neatness of execution are the rule, and good writing soon becomes a marked feature of the school. Indeed, faults in handwriting arise not so much from the character of the copybook, the style of the exercises set on the blackboard, &c., or the time devoted to the lesson, as from defects on the part of the teacher himself. Here the personal equation counts for much. Writing.

On this subject Mr. Barrie remarks:— Mr. Barrie.

"Handwriting cannot be well termed an intellectual exercise, and, as a matter of fact, a dull boy is often a superior penman; but, on the other hand, bad writing does not, as some appear to think, prove the possession of superior intellect. It is a case where the converse does not hold true. Good writing, however, presupposes, at least, training of hand and eye, perception of form, and habits of neatness. It may be made also to subserve the ends of discipline and seemly carriage of body. Such a result is worthy of being striven for, independently of the good to be obtained from the discipline of the process.

"It seems to me now, as at the date of my last report, that a better form and greater neatness of writing gradually obtains in the district; but, while saying so, I by no means imply that no room is left for improvement in most of the schools. In few can it be classed as bad, but in equally few as excellent. Writing on slates continues to improve; it still seems to me a most useful exercise, but unless the slates be of good quality, and kept thoroughly clean—no easy matter—and pencils of proper length and point be used, a very considerable subtraction must be made from the value of the exercise."

Digitized by Google

Mr. Scougal. Mr. Scougal reports :—

"During the past year I have grown well nigh tired of repeating in my school reports observations as to want of method in the teaching of writing to the younger children, and lack of due attention to carefulness and neatness in the handwriting and ciphering of the higher standards. Whatever may be the pressure of work in other subjects, there can be no valid excuse for such widespread neglect of careful and systematic instruction in this important branch."

Mr. Stewart. Mr. Stewart reports :—

"This branch (handwriting) must receive serious attention in the line of careful and systematic teaching. Slate-writing, on the other hand, is, in most cases, well-formed and, in some of the larger schools, merits very high praise."

Mr. Dunn. Mr. Dunn reports :—

"The defects to which inferior writing is usually referable may be thus summarised: unsuitable desks, insufficient use of the blackboard for analysing the form of the letters and illustrating the relative size of parts, and the proper spacing of the letters; inadequate supervision, so that awkward and ungainly postures of the body and manual positions are tolerated; the use of double-ruled lines in the higher standards, a mechanical corrective which leaves the eye untrained and the hand deficient in spontaneous action; and the practical restriction of Standards I. and II. to writing on slates, which forms a bad preparation for writing with the pen, inasmuch as the pencil being rigid cannot be manipulated like a pen, and the stiff holding of the pencil continues to be retained in practice when the pen comes to be used."

Composition. Composition is, I am sorry to say, still very poor and meagre. The subject prescribed is sometimes a letter to a school friend describing a holiday trip, or a country walk, and sometimes a short essay on some common object, or topic, with which children in the 6th Standard ought to be quite familiar. But the short, badly expressed, feeble, and fragmentary productions handed in show too clearly how little the faculty of observation, not to speak of the reflective faculty, has been developed by the previous school-life of the child. This is much to be regretted, as the great majority of children leave school before they reach the 6th Standard, and before they have obtained even its modicum of descriptive power. More attention should, therefore, be given to this important subject, and at a much earlier period of the school course.

How it should be taught. From the time a child can write small words, it should be encouraged to describe something—a cat, a dog, or some other familiar object. In this way the faculty of observation would be gradually cultivated, and the power of giving the results of observation in words would be, at the same time, developed. The art of composition, like every other part of education, must grow with the child's growth, and increase with its years.

Mr. Barrie. On this subject Mr. Barrie reports :—

"Results seem to show that composition does not receive the attention necessary to secure full and clear expression in appropriate, however simple, language. The difficulty of attaining such a standard is admitted. It is sufficiently rare even among educated men and women.

"Fairly good abstracts are the rule in Standard V., and still better in Standard VI., when such an exercise is prescribed. The original composition of Standard VI. is a comparative failure, even when, as is usually the case, the heads of the subject are dictated and commented on. The abstract stage is, I fear, the high water mark of composition in an ordinary elementary school—at least for the present. To write well demands a more extensive vocabulary than is usually possessed by children of eleven or twelve in an agricultural district. The head master of one of the larger schools in my district, finding his efforts thwarted by this meagreness of vocabulary and ideas, set himself, some years ago, to build up a good school library, with the most beneficial results. Such a method has my heartiest sympathy, and it is surely not being over sanguine to hope to see, at no very distant date, a good library established in every school, or at least in every school board district."

Digitized by Google

Mr. Stewart reports:— Mr. Stewart.

"Composition, always a difficult branch, especially in country schools, stands much in need of improvement. The practice, not uncommon and perfectly legitimate, of giving dictation instead of a story to Standard V., has doubtless improved spelling, but composition has apparently suffered. The first step in composition is to teach the children to speak and to answer correctly and grammatically. The art appears to have fallen into disuse since the days of the old-fashioned grammars, which might be revived and re-introduced with advantage. The formation of logical sentences, the use of synonyms, and constant practice in paraphrasing are essential aids. The letter writing of Standard VI. is probably valueless. An essay or more difficult story for reproduction would better develop this important subject.

"Grammar and composition form the essential substructure of a knowledge of any language whether ancient or modern."

Mr. Scougal reports:— Mr. Scougal.

"Composition continues to show greater variations in quality, comparing school with school, than any other of the standard subjects. In some schools this subject reaches a high general level of excellence; in many others it is poor in the extreme. The reason for this wide difference is simply this: in the former cases, it is early begun, and is, from the very beginning, systematically *taught*; in the latter, it is not begun till the 5th Standard is reached, and is then and thereafter only *practiced*.

"Under the present arrangement of bracketing this subject with dictation for a pass in the 5th and 6th Standards, there seems, I find, to be difficulty in securing sufficiently early and systematic attention to composition without some danger of neglect of spelling. I think it would be a simpler and more natural arrangement, and in every way a gain, were penmanship and spelling left by themselves as the requirements for the *pass* in the 5th and 6th Standards in "writing" as an elementary subject under Article 28, and were composition transferred to the new class subject, English, and taken under Article 19 C. It is in this latter connection that composition seems to find its most fitting place as a 'result.'"

Arithmetic still the weakest of the three R's.

The statistics, given in the Appendix, show clearly that of the three R's arithmetic is still by far the least satisfactory. There is, it is true, a slight advance on last year, but there is still a considerable leeway to make up before it can occupy the same platform with reading and writing. In many schools this subject is well taught, but it is still, I fear, taught too much by rule, and too little on first principles. I do not for a moment expect children to be able to master principles before they have acquired a fair amount of practice. But in the higher standards it is surely not too much to expect that, when once the pupil is familiar with the practical application of a rule, the principles underlying the rule should be more minutely explained, and more thoroughly mastered than would seem to be the case in not a few schools, where one might fairly have expected better things.

On this subject Mr. Barrie reports:— Mr. Barrie.

"Arithmetic is in a fairly healthy condition, if one may judge by results. It may be that the subject is not made so much a matter of training in severe thinking and verbal exposition as it seems to be in German schools. But our teachers, even if they had the capacity, have not the time to devote to the maturing of leisurely processes. 'Art is long and time is fleeting' &c., and I for one am satisfied with good results. The attempts I have seen at working arithmetical problems by first principles, have not been happy either with children or with students. The rule of three is the usual crucial comparison between the two methods. The common method is the simpler, and, in my experience, the results obtained by it are the more accurate; in the application of first principles the pupil is too often 'in wandering mazes lost.' Next in importance to accuracy comes neatness of working. The progress made in this respect within recent years is most marked, and is daily evidenced by examination papers."

Mr. Stewart reports:— Mr. Stewart.

"The work of the lower standards is generally very accurate, and the use of fingers in counting is very seldom offensively prominent. In a large infant school, where there was not a trace of the habit, I asked the teacher how she had succeeded

Digitized by Google

in stamping it out. She replied honestly that the children were told to count by *anything* rather than their fingers. The 'anything' meant diagrams visible or imaginary, window panes, children's heads, fingers looked at, but not touched or visibly moved. This experience tends to confirm my view regarding the question of fingering. The practice I dislike as much as any of my colleagues can do. No doubt the addition and subtraction tables should be learned, and all the smart children will have no difficulty in remembering them. But the backward children, and even some of the average children, may forget how much 8 and 7 make. They may be taught to work by tens, and subtracting 2 from the 7 make the 8 into 10, and add on 5, but their wits (if any) may go wool-gathering even here. While I wish to say nothing to encourage or perpetuate an unscientific and irrational method so difficult to shake off afterwards, I certainly cannot join in the stern denunciation of a practice, that crops up and will crop up, in some form or other, more or less objectionable, as long as children of such tender years, and so irregular in attendance, have to learn arithmetic.

"The country schools have a heavy burden to bear in the arithmetic of the higher standards. Large town schools with fully equipped staffs, excellent accommodation, and head masters, who frequently inspect and examine the various classes, are in a very different position from schools in the country where the results are affected by so many disturbing elements.

"The difficulties in country districts are undoubtedly great, and if I might venture to make the suggestion, I would be inclined to favour some modification of the Code for purely rural districts. I have no doubt that all reasonable allowance is made in subjects where the estimation of success is more or less a vague proceeding; but in exact subjects, such as arithmetic, it would, perhaps, be well if something should be demanded, which could be reached without despair. I mean that it would be better that the children should attempt work in which they will probably pass, than struggle to reach attainments probably beyond them in the circumstances of the case."

Mr. Dunn.

Mr. Dunn reports:—

"There is a perceptible falling off in the results under this head, the inference being that the uniform cards, now in use, are somewhat more difficult than those that were formerly used in this district. Still, arithmetic is a well-taught subject as a rule. Now that the knowledge of tables required is more limited in range and detail, we may expect a more thorough knowledge of essential processes and principles, and less of a blind adherence to rule."

Mr. Scougal.

Mr. Scougal remarks:—

"In regard to arithmetic, I have nothing to add to what has been said in former reports. It may not be without use, however, to report that, in this branch, thoroughly diffused accuracy, expertness, clear and neat setting down of work, and intelligence in dealing with simple, practical 'problems,' are the points of merit that distinguish the schools that attain the mark *excellent*; and again to urge the value of frequent and systematic practice in mental arithmetic."

Mr. Walker.

Mr. Walker states:—

"A comparison of results with those of last year shows an advance in all subjects except the arithmetic of Standards III. to VI., in which there is a falling off to the amount of 5, 12, 8, and 3 per cent. respectively. The explanation is that the Arithmetic cards, now worked by the children, are, to that extent at least, more difficult than those I was in the habit of setting."

Mr. H. Wilson.

Mr. Hugh Wilson reports:—

"With regard to arithmetic, when the new cards for Scotland were introduced the pass fell off considerably, but this short coming gradually became less apparent, and the results are now appreciably better.

"May I be allowed to suggest that the supply of cards should be largely increased, as, for obvious reasons, it is almost unavoidable that they should gradually become, more or less, known."

Results in grammar, geography, and history, upon the whole, satisfactory.

The results of the examinations in grammar, geography, and history continue to be, upon the whole, satisfactory. The amount prescribed for any of the standards is not large, and might be got up with much greater care and accuracy than, as a rule, is found to be the case. Still

Digitized by Google

the fact that of those examined a very fair per-centage was successful, argues that these subjects have received considerable attention during the past year.

On these subjects Mr. Scougal reports:— Mr. Scougal.

"Steady improvement goes on in this district. In both the lower and the higher divisions of the schools the cases, in which grants for these subjects had to be refused, have this year been considerably fewer; and there has been a gratifying diminution in the number of those unsatisfactory cases in which payment of the grants could be recommended 'only with considerable hesitation.' Improvement has been most manifest in the intelligence of the lower standards, and the geography of the higher."

Mr. Dunn reports:— Mr. Dunn.

"As regards geography, the results are seldom very satisfactory. There is too much bookwork. Blank maps should invariably be used; and, if possible, embossed maps for the physical configuration. These are hardly ever seen, and still more seldom used. The teaching of history, moreover, is too much dissociated from that of geography, especially in Standard V.; and children who can give the date of the taking of Gibraltar may not know where Gibraltar is. In this philanthropic age, a knowledge of battles in history is generally tabooed, in my opinion very unjustly and unphilosophically, for they represent national crises, important movements towards civil and religious liberty, international re-adjustments of vast importance for civilisation, and the foundation of colonies, which have extended empires, widened national resources, and multiplied natural products on an enormous scale. Great attention should, therefore, be paid to them in teaching history, but chiefly by exhibiting their significance and their results."

Mr. Barrie reports:— Mr. Barrie.

"Map drawing continues to be fairly well done, and, within limits, I consider it an excellent exercise. To insist upon fulness of detail in a 'memory' map I regard as a useless burdening of the memory; on the other hand, if the general outlines, physical features and principal towns of a country, or a continent, cannot be sketched with some degree of accuracy, the mere study of names is comparatively valueless, so far as topography is concerned. I fear it is still necessary to insist on the use of a map in every lesson in which topography comes into play, and to reiterate that maps should be hung on the walls of the school-room, and not shut up in a case, or stored up in a closet.

"So far as dates and salient facts are concerned, history continues to be faithfully and painfully taught. Such knowledge may not be high nor of much moment to the pupil's intellect and character; but experience forces on me the conviction that it is about all that can be demanded in an elementary school. One can insist on the acquisition of facts, and hope for the gradual spread of wide and wise principles.

"Grammar makes headway steadily. Comparing the present standard with that of 12 years ago, I find the improvement decided and unmistakable. It may be thought by some that there is little to be thankful for in this, that the future ploughman or the village tradesman is little likely to be benefited by a knowledge of case, tense, and correlation. I, for one, believe that the boy who is trained to distinguish relations of words and sentences will draw his furrows all the straighter, or bang his window all the more exactly and easily; and it is for such boys, not for the few and far between geniuses, in our elementary schools, that I would urge the importance of grammar. Without it there cannot be clear and accurate expression of such thoughts as every human being is endowed with, and the noblest faculty of the human mind must rust unused. Far be it from me to say that words are enough for training the human mind. I should like to see the ploughman and the mechanic scientifically trained workmen, and I hope that consummation is not far distant. But meantime we must use the means at our disposal, not sit down with folded hands waiting for the advent of a better day."

Mr. Stewart reports:— Mr. Stewart.

"Where the subjects of geography and history have been seriously taken up and thoroughly dealt with, the appearance made has been highly gratifying; but where mechanical and lifeless routine has usurped the place of living teaching, the threadbare patchwork of knowledge has been all too meagre to hide their wretchedness. As a rule, history is better taught than geography.

Digitized by Google

"In the higher standards a knowledge of grammar as grammar appears to have been regarded, in many cases, as of less importance than intelligent knowledge of the meaning of the words and phrases in the reading-lesson. I express no opinion as to the relative value of the two subjects in this *mesalliance*, but I welcome the coming *divorce*.

"Grammar must henceforth be taught systematically. Something must be known of inflection, parsing, and word formation, and such knowledge, in addition to being an important mental training, ought to prove of great value to children, whose vernacular violates all the rules of speech, while the children of a higher class will be none the worse of having some rules and principles to refer to, however well they may have been taught to use and speak the English language."

Mr. H. Wilson.

Mr. Hugh Wilson remarks :—

"History and geography continue to be taught with accuracy, fulness, and interest in not a few schools of my district, though the contents of the text-book are too often relied on instead of living teaching."

Specific subjects.

All the best schools in the Southern Division have introduced the specific subjects more or less into the ordinary curriculum of the school; the absence, therefore, of these subjects from the time-table of a school, may fairly be held to be indicative of weakness in some part of the economy of the school. I have never admitted the learning of higher branches, either in literature or science, as an excuse for the slovenly or careless teaching of the elementary branches. If these are not well taught, every other branch should be postponed, till they are brought up to a satisfactory standard. As a rule, where elementary or standard work is good, specific or higher work is good also, and *vice versâ*. But the success of a school, as regards the specific or higher subjects, depends mainly on the amount and efficiency of the teaching staff. Where only the minimum prescribed by the Code is allowed by a school board, much beyond the mere standard work can scarcely be expected. But any addition to the minimum staff sets free, to the extent of that addition, the head master, and thus enables him to devote more time and attention to such subjects as lie outside the ordinary standard work. I am glad to be able to state that most school boards now employ a staff slightly in excess of the prescribed minimum. Twenty-five per cent. more is, in my opinion, not too much in any school, where specific subjects are fairly taken up, or which has to deal with the rude and untutored children brought together by the exertions of the compulsory officer.

Teaching of higher subjects no excuse for neglecting lower, or elementary subjects.

Minimum staff not sufficient in schools.

Why?

Order of preference.

Omitting domestic economy, which is a special and not altogether a voluntary subject, and having regard as well to the number of schools taking specific subjects as to the numbers presented in each subject, the order of preference, generally speaking, would still seem to be English, physical geography, mathematics, Latin, and French. The remaining subjects, finding a place in only a few schools, have not been taken into account. English literature, which thus occupies the first place, ought, if skilfully treated, to be made one of the most valuable means of educational training, and mental discipline, in the elementary school. The change in the treatment of English in the new Code is also a great improvement, and one that must soon have a beneficial effect both upon the reading and upon the general intelligence of the children.

Importance of English literature as a means of culture.

The new Code a great improvement.

Mr. Scougal.

Referring to this part of the new Code, Mr. Scougal remarks :—

"I am glad to say that several teachers who have already, during a considerable portion of the past year, been trying to meet the requirements of the new Code, have told me that the difficultics they expected to find in taking up some of these subjects, for the first time, with the lower standards, have disappeared, owing not only to the interest the children have taken in these fresh subjects, but also to the greater brightness and keenness they have shown in all the rest of their school work."

Digitized by Google

On this subject Mr. Walker reports:— Mr. Walker.

"The pass is decidedly better than last year. There are still, however, too many cases in which a good pass is earned at the expense of the elementary work, and in which the grant for them is earned by the good quality of the work in the lower standards, taught not by the master himself, but by his assistant. I, therefore, welcome the provision of the new Code, the adoption of which I have always advocated, by which 75 per cent. (in the Code of 1887, 65 per cent.) of passes in standard work must be reached by the master's own classes, before he can earn any grant for specific subjects."

Mr. Barrie reports:— Mr. Barrie.

"Compared with last year there is a slight falling off in the number of schools professing English literature, but an increase of 161 presentations. The per-centage of pass in both years is very nearly the same.

"Physical geography is now more taught, at least in the first stage, by direct illustration from local phenomena and by experiment, than by the book work of former times. The second stage can be sufficiently illustrated by diagrams, and the third—the astronomical—has its sides of observation and arithmetical proof. In a few schools the teaching is wholly oral, and the method has been justified by the results. A full mind will present the subject more succinctly and clearly than a text-book, and, while avoiding unnecessary details, will, at the same time, relieve the young student from literary labour and possible failure to grasp the meaning. The method is excellent, but it demands a capable instructor, and imposes a considerable amount of additional labour upon him. The subject in all its branches is calculated to train to habits of observation and reflection. To know something of the 'why' and the 'wherefore' of common aerial phenomena, of the effects of frost and erosion on the contour of hill and valley, and to be trained to habits of close observation—this I regard as of much greater moment to the future farmer and ploughman than smatterings of science, or the merest rudiments of languages, ancient or modern.

"The number of schools presenting pupils in languages, as well as the amount and quality of the work professed, are much the same as last year. Only in a few quasi-secondary schools can the results be deemed of much value. In the ordinary rural school they are usually far from encouraging. In a large proportion of the cases the pupil does not get beyond the first stage of the subject, and very seldom indeed does he reach the third stage.

"The number of presentations in mathematics, during the past year, is small. I very much regret this, as many teachers are capable of giving instruction in mathematics, but who, year after year, take up languages with very little visible gain to the pupils. When this subject has been taken up, it has been always taught with a very fair measure of success."

Mr. Dunn reports:— Mr. Dunn.

"English literature is usually good as regards correct repetition, but there is seldom any attempt at expression. Knowledge of meanings and allusions is fair as a rule. The science subjects are probably as well taught as can be expected, considering the age of the children, and the time that can be afforded for them. The dominant defect is the want of objectivity in the teaching of these subjects. In giving a lesson on physical geography, for example, a kettle, a bladder, a table, a little clay and a glass of water might be used in illustrating the phenomena much more efficaciously than a score of pages in a manual."

Mr. Stewart reports:— Mr. Stewart.

"Special subjects are largely taught, and sometimes too much so. The favourite branches are English, domestic economy, physical geography, mathematics, and Latin, and the per-centages of pass are, respectively, 89, 87, 92, 70 and 88. In English the passages for recitation should be more varied. Latin is generally elementary and often very inaccurate. In a few schools, however, superior work is shown."

Mr. Hugh Wilson remarks:— Mr. H. Wilson.

"Owing to the early age at which scholars are now reaching the higher standards, the teachers, even in schools where the conditions are favourable, hesitate about keeping up much specific instruction below Standard VI."

The tonic sol-fa notation continues to maintain its place in the public estimation, as being the best for school purposes, and for use in popular Singing.

Digitized by Google

choral societies, but it is desirable that the more perfect staff notation should likewise be taught to the more advanced classes. While good proficiency has, generally speaking, been attained in striking the various intervals of the scale, or singing the notes pointed to on the modulator, *time-notation* would seem to have received but little attention. It never should be forgotten that time and rhythm are no less important than pitch in singing at sight. But to point out the common faults of school singing is simply to criticise the ability of the teachers, for children's voices are as directly responsive to the aim and skill of the teacher, as is the tone of a musical instrument to the touch of the performer. The teacher must know both how to *tune* his living instrument, and how to manipulate and inspire it.

The new Code.

The regulations in the new Code came most opportunely to give official sanction and encouragement to what has already been done in this division by the individual efforts of the Inspectors to promote systematic musical training in the elementary school.

Mr. Scougal.

On this subject Mr. Scougal reports:—

"Singing continues to be taught in nearly all the schools of my district. Longer practice has, in most cases, resulted in distinct improvement as to quality of tone, tune, and time. More schools now profess to teach singing 'by note,' and, except in the case of four, all have adopted the tonic sol-fa notation."

Mr. Walker.

Mr. Walker reports:—

"In most of the schools of my district the singing is said to be from notes, but the practice does not always come up to the profession. The more stringent tests under the new Code will put this matter in a clearer light."

Mr. H. Wilson.

Mr. Hugh Wilson reports:—

"In a considerable proportion of the schools, harmonies in two or three parts are skilfully taught and rendered with such taste as cannot fail to give pleasure to those capable of appreciating music. In only *one* case was the grant refused."

Mr. Dunn.

Mr. Dunn reports:—

"The teachers of singing should rid themselves of the following bad habits, which have not yet been eradicated; moving up and down the room during the singing, beating time audibly on the floor, or on a desk; singing in unison with the children, either continuously or in snatches; allowing the children to fix their eyes upon their books instead of watching his hand or baton; permitting them to fold their arms across their chest; and suffering those, who have no ear for singing, to take part in the exercise, and so spoil the general effect. The singing master should also make a running comment upon each new song, and indicate the reasons for the kind of expression to be given to the singing of the whole song and its various parts. It should also be quite unnecessary for him to speak to the children while singing, to stamp his foot for a *forte* effect, or to make a sibilant noise for a *piano* effect.

"Sol-faing is not, as a rule, satisfactory, except in a very few schools. The blackboard should be much more used as complementary of the modulator; and time-measures and notation should be more sedulously practised."

Needlework and cookery.

These two essential branches of female training have been so often and so fully discussed in my previous reports, that it may suffice, on the present occasion, to give the following extracts from the reports of my colleagues, for the purpose of showing what efforts are still being made, throughout the Southern Division, to make suitable provision for their practical development.

Needlework. Mr. Scougal.

Mr. Scougal states:—

"There has been improved attention, during the past year, to darning and mending, and also, but in much less degree, to cutting out. A good many of the female teachers have been doing their best to work up to the requirements of the Third Schedule; and, in not a few cases, the success of these efforts has, in all the circumstances, been very gratifying. These teachers report that *the* difficulty lies in getting

Digitized by Google

the work of the early stages systematised and securely founded by 'simultaneous or demonstrative teaching.' They are unanimous in the opinion, so often urged by Her Majesty's Inspectors already, that the sewing cannot be methodically taught, and, therefore, cannot be made to meet the demands of the Code Schedule, unless suitable apparatus and materials are provided by the managers.

Cookery. Mr. Scougal.

"The schools under the Burgh of Hawick Board are as yet the only schools in this district in which practical cookery is taught. In November last I had an opportunity of being present during the giving of one of the cookery lessons, and was most favourably impressed with the very satisfactory nature of all the arrangements, the common sense and the thoroughness of the teaching, and the lively and intelligent interest the girls took in their work."

Mr. Walker. Sewing.

Mr. Walker reports:—

"Sewing is taught in all the schools, but the teaching cannot be called systematic, except in a few of the larger schools, and in one or two others, which may have a mistress endowed with special skill or special enthusiasm. In most cases a girl works at what may be required at home, and if there be nothing special required at home, there is great difficulty in getting work of any kind. There is, therefore, little class teaching, the time of the mistress is frittered away in placing and looking after each individual girl's work, and the ultimate result is not satisfactory. Few girls, I am afraid, leave school able to cut out the simplest garment.

"Schedule III. supplies a guide for systematic teaching, no doubt, but in a district like this it will not be very easy to work up to it. There are so many small schools in out of the way places for which it is difficult to get a sewing mistress of any kind, that I do not expect any great amendment for some time. For these small schools a properly qualified mistress is generally the best teacher; but it is not easy to get the people to believe this. They insist on having a male teacher, with the result that, if they get a good one, he leaves for a better place at the first opportunity.

"There are in this district 48 schools with a population of under 200 within two miles, and 25 with a population of under 300, and in many of these it is difficult to get a teacher to stay more than a year or two."

Mr. H. Wilson.

Mr. Hugh Wilson reports:—

"Very creditable attempts have been made in this district to work up to the requirements of the Third Schedule. As I stated in my report for last year, ladies' committees are becoming more numerous, and I hope soon to see one in connection with every school, to superintend and direct the needlework, that important branch of female training."

Discipline.

School boards and teachers are now quite alive to the importance of good discipline, and use every endeavour to secure it. More enlightened views are also entertained on the subject, and it may be fairly assumed that if their school career has failed to make children more obedient, mannerly, and truthful, it has failed in one of its chief objects.

Mr. Dunn.

On this subject Mr. Dunn reports:—

"In one respect discipline has almost universally improved. Cases of actual dishonesty are so rare as to be almost phenomenal, and even the disposition to resort to extraneous assistance is almost entirely absent. Greater tidiness and cleanliness may, however, still be expected. The general tone of the schools is very good. Greater attention is paid to politeness, while earnestness and an entire absence of frivolity are dominant characteristics."

Mr. Stewart.

Mr. Stewart reports:—

"Cases of disorder and dishonesty are extremely rare. The children are generally well in hand, active and eager, and in many schools their conduct merited the warmest commendation."

Pupil-Teachers.

I have so often, in previous reports to your Lordships, discussed the question of the pupil-teacher system in all its bearings, that I purpose, on the present occasion, to leave the matter entirely in the hands of such of my colleagues as have favoured me with their views on this important subject. Their opinions are entitled to every consideration.

Digitized by Google

Mr. Barrie.

Mr. Barrie reports :—

"The number of pupil-teachers seems to be steadily decreasing in this district, their place being supplied, in most cases, by certificated assistants. During the past year only 75 pupil-teachers were employed in the 186 departments inspected. On examination, 33 of these passed *well*, 33 *fairly*, and 9 failed to reach the summary mark of *fair*. At each examination the first paper, comprising such subjects as arithmetic, grammar, and mathematics, rarely fell below *fair*, while the second, mainly owing to the low standard of acquirement in such comparatively easy subjects as geography and history, as rarely rose above *fair*. The weakness in geography must be ascribed to the multiplicity of details in the subject, and in history to the meagreness of details in many of the text-books. The same book often serves both pupil and pupil-teacher. When to this is added the fact that the reading of the teacher himself is sometimes not much wider, it is scarcely to be wondered at, that the historical knowledge of the pupil-teacher means little more than dates and barest outlines of events.

"This unsatisfactory condition of matters might very easily be improved. In geography, fewer geographical details might be demanded, and more acquaintance with physical and mathematical geography. The mere acquisition of information without the principles, of a science is at once burdensome and comparatively valueless. In history, it is to be remembered, the pupil-teacher goes on travelling for four years over the same ground he had travelled as a standard pupil, and very probably uses the same text-book. The consequence is—and it is not surprising—that a leading question in history receives but a meagre answer, if, indeed, it is even attempted. The remedy here lies in prescribing definite periods of study for each year of the course, with a brief statement of the salient historical events and forces that ought to form matter for special study. Suitable text-books will not be long wanting. The pupil-teacher's curriculum has not kept pace with the progress of elementary education since the passing of the Act of 1872. It stands in much need of being re-organised."

Mr. Scougal.

Mr. Scougal reports :—

"Although during this year a slightly smaller per-centage, than in 1884-85, of the total number of the pupil-teachers examined in my district, have gained the mark 'good,' yet decidedly fewer than before have been marked as 'unsatisfactory' or as 'failures'; and generally it may be said that their examination work, as a whole, does not show any falling off. There are several points of detail, however, in regard to which considerable improvement is to be desired.

"Far too little attention, as a rule, is paid to the very important matter of training the pupil-teachers to acquire a good style of reading and recitation.

"The subjects of written examination, in which, taken over all, they do worst, are map drawing, composition, and grammar.

"The map drawing is, as a rule, of such poor quality that it is impossible to believe that the pupil-teachers generally receive any systematic instruction in this exercise.

"Much of the composition given in by the pupil-teachers would barely 'pass' as the work of a 6th Standard child. While the matter of it seldom, even in the fourth year, gives evidence of general information, or cultured intelligence; the style is usually of the baldest, grammatical errors are frequent, and punctuation is too often absurd or altogether wanting.

"Bearing in mind, however, the positions assigned in the pupil-teachers' examination papers to grammar and composition, and also the fact that good map drawing cannot be done hurriedly, I am inclined to think that want of time has not a little to do with the unsatisfactory quality of the results in these three subjects, especially in the case of the males in the third and fourth years.

"There is a decided falling off in the average mark gained for Latin. In the 1st Stage (second year) this mark averages fully *F.G.*; in the 2nd Stage (third year) it falls to barely *F.*; and in the 3rd Stage (fourth year) to barely *F.M.* The point of special weakness in both the third and fourth years is the turning of English into Latin.

"I most heartily concur in the recommendations made in last year's Blue Book by yourself and Mr. Barrie as to the lessening of the amount of school work demanded of pupil-teachers, and the remodelling and liberalising of their curriculum of study; and I adhere strongly to the opinion, that means should be taken to ensure more attention to their instruction in both the practice and the theory of teaching."

Mr. Stewart.

Mr. Stewart reports :—

"In large schools, where the instruction and training are systematic, very good results are attained both as regards paper work and teaching. In small schools, pupil-teachers are comparatively of little use. It is to be regretted that school

Digitized by Google

management should not be seriously studied, and perhaps French and music might be made compulsory. At the admission examination the pupil-teachers are confronted with papers on the two last-mentioned subjects, and make generally a poor appearance.

"I do not propose to increase their work, already heavy enough, but to substitute these subjects for some others of less importance, such as geography and history, which can be easily got up for any examination."

Mr. Walker reports:— Mr. Walker.

"It has been felt in this district that the requirements of the pupil-teachers' schedule are too low. The entrance examination takes them back to the subjects of their school course, and the additional requirements of subsequent years are not such as to send them forth at the end of their apprenticeship with the equipment of knowledge that one would expect after four years' systematic work. Having this in view, the teachers of this district have this year formed an association for the higher education of pupil-teachers. The subjects of study are mainly those of the present curriculum, and the object aimed at is to induce the young people to study them more accurately and systematically, and by a course of reading, more or less prescribed, to increase their stock of general knowledge. The association has been well supported; and an examination was held in the summer, and a considerable sum disbursed in prizes. If it succeed, as it seems likely to do, in enlisting the support of those interested in education, there is every probability of its effecting, in a great measure, the object aimed at."

Mr. Hugh Wilson reports:— Mr. H. Wilson.

"At the annual collective examinations only 9 pupil-teachers failed, 64 did fairly, and 172 well. The inconsistency between the results of these and the Midsummer examination is undeniable, and would lead to the inference that the standard is different. Instead of the present mode of marking the pupil-teacher papers, a definite number might be assigned to each answer, and a per-centage fixed upon to regulate the recommendation of the premium under Art. 19 E. Should the present mode be retained, I would venture to suggest that 40*s.* be represented by 'very fair,' and 60*s.* by 'very good' attainments. Another suggestion I may be allowed to repeat, namely, in the direction of teaching pupil-teachers to teach by giving them as great a variety of school work as possible, and by introducing school management questions for the last two years of apprenticeship; also that French should, in some way, be made optional for female pupil-teachers."

State of Latin in the metropolitan district.

In reference to the Latin papers worked by the male pupil-teachers in my own district, I have been favoured with the following statement by my colleague, Mr. Dunn, to whom I intrusted the revision of the papers worked at the monthly examinations.

"Taking the average of all the papers for the entire year, I find that they reach the mark of *F.G.*, which, in the circumstances, must be regarded as very satisfactory. But this is not all. Four attained the mark of *E.*, four that of *E.G.*, ten that of *G.*, and six that of *F.G.*, while only very few could be fairly classed as failures.

"As a rule, the accidence is well done, but the composition is still weak, and should get more attention."

The Evening School.

An improved curriculum.

By the adoption of a wider curriculum and more elastic conditions, the usefulness of the evening school has been much enlarged, and its fitness to meet the wants of the adult population greatly increased. As formerly constituted, it was merely a substitute for the day school, affording a second opportunity of acquiring the bare elements to those whom circumstances had prevented from gaining such knowledge at the day school. While still retaining its usefulness in this respect, it will now be able to continue and even supplement the work of the day school. It has thus, so to speak, entered on a "new lease of life," and a consequent increase in the number of such schools, and greater regularity in the attendance of the pupils, may be confidently expected.

A consequence of this.

Digitized by Google

Mr. Scougal. On this subject Mr. Scougal reports :—

"For some years back evening schools have in this district been gradually dwindling away. There are already signs, however, that, under the more encouraging provisions of the new Code, there will be here a very considerable development of fresh effort in this line of educational activity."

Mr. Barrie. Mr. Barrie reports :—

"Last winter evening schools were started in various centres, but all of them came to nothing, so far as inspection was concerned. In no case could 20 scholars be got together for examination. Till some adequate provision for securing attendance at the evening school is devised, and the public mind is awakened to the grave issue involved in children being set free, at the age of 13, from attendance at the day school, with no provision made for their further education, there seems to me to be little hope for the future of evening schools in small towns or rural districts. It would be an unmixed blessing to our youthful idlers in the streets, of an evening, to be compelled—those of them, at least, who had not passed Standard VI. in the day school—to attend evening classes till the standards were completed."

Mr. H. Wilson. Mr. Hugh Wilson remarks :—

"After what I said last year, you will readily understand my satisfaction at the prospect of such subjects being now taught in these schools as will induce the scholars to attend for the purpose of adding to their knowledge beyond the three R's."

State of the evening schools in the metropolitan district satisfactory.

From the detailed reports furnished to me by my two assistants, to whom I last year intrusted the examination of evening schools, a delicate duty which they discharged to my entire satisfaction, I am glad to be able to report favourably on the discipline, the order, and the general character of the instruction in these schools. Upon the whole, the evening school in my district is very faithfully and efficiently taught, and is doing good work among a class that would otherwise have no opportunity either of keeping up, or of supplementing, their slender stores of knowledge.

Why several important questions have not been dealt with in this report.

The questions of supply, attendance, &c. have occupied so much of the space allowed for this report that I must defer to another occasion the consideration of several important questions connected with the elementary school.

Conclusion.

I cannot bring this report to a close without acknowledging how much I owe to the loyal and hearty co-operation and valuable assistance of my colleague, Mr. Dunn, and to the untiring zeal, energy, and intelligence of my two assistants, Mr. Crombie and Mr. Gunn. Indeed, my time is now so fully occupied by the training colleges and the work incident to the new divisional arrangements, that I can personally inspect and report on only a very limited number of schools. I have also to thank my colleagues, the Inspectors of the Southern Division, for the very hearty and friendly way in which they have, on all occasions, welcomed my official visits to their districts, and seconded my efforts to secure greater uniformity of standard in our examinations. These visits have not been so frequent as I could have wished, but I hope, in the course of the year, to spend a short time with each of my colleagues. We can thus compare notes, and do much to secure unity of action, in carrying out the instructions of the Scotch Education Department.

I have the honour to be, &c.

CHARLES E. WILSON.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

Digitized by Google

APPENDIX.

The appendix contains a comparative view of the state of elementary education in the Southern Division—Tables I., II., and III.—along with a detailed statistical account of each district.

SOUTHERN DIVISION.

I.

TABLE SHOWING RESULTS OF EXAMINATION IN STANDARD WORK.

Results in standard work.

No.	District.	Number of Scholars.				Per-centage of Passes.			Total Per-centage.
		Examined in Standards.	Passed in						
			Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	
1&2	Edinburgh (city and county), &c.	40,792	38,393	37,620	35,368	94·11	92·22	86·70	91·01
3	Peebles, &c. - -	13,780	12,866	12,268	11,641	93·36	89·02	84·47	88·95
4	Dumfries, &c. -	12,265	11,894	10,859	10,845	96·97	88·53	88·42	91·31
5	Fife, &c. - -	23,911	22,230	21,394	20,477	92·96	89·47	85·63	89·36
6	Perth - - -	11,075	10,664	10,516	9,195	96·29	94·89	83·02	91·40
	Totals -	101,823	96,047	92,651	87,526	94·32	90·99	85·95	90·42
	Corresponding totals (1884-85).	97,525	91,613	88,659	85,100	93·93	90·88	87·25	90·69

It thus appears that of the 101,823 children presented for examination there passed in reading, 96,047; in writing, 92,651; in arithmetic, 87,526; making in all 276,224 passes out of 305,469 possible passes, or, in the form of a per-centage, 90·42 children passed in the three subjects, giving a failure of 9·58 in every hundred. A comparison with the corresponding totals for the previous year (1884–85) shows an increase of 4,298 in the number of children who were examined in the standards; while the average per-centage of passes (90·42 this year, as against 90·69 in 1885) is practically the same for both years.

Per-centage of pass in standards.

Results compared with those of 1885.

II.

TABLE SHOWING RESULTS OF EXAMINATION IN SPECIFIC SUBJECTS.

Results in specific subjects.

No.	District.	Latin, Greek, or Mathematics.			All the other Specific Subjects.			Total.		
		Number examined.	Number passed.	Per-centage.	Number examined.	Number passed.	Per-centage.	Number examined.	Number passed.	Per-centage.
1&2	Edinburgh (city and county), &c.	1,122	955	85·11	12,921	11,025	85·32	14,043	11,980	85·30
3	Peebles, &c. -	237	180	75·95	2,712	1,968	72·56	2,949	2,148	72·83
4	Dumfries, &c. -	431	388	90·02	5,120	4,799	93·73	5,551	5,187	93·44
5	Fife, &c. -	623	469	74·94	6,158	4,901	79·58	6,781	5,370	79·19
6	Perth - -	347	306	88·18	3,290	2,821	85·74	3,637	3,127	85·97
	Totals -	2,760	2,298	83·26	30,201	25,514	84·48	32,961	27,812	84·37
	Corresponding totals (1884-85).	2,437	2,095	85·96	27,237	22,427	82·34	29,674	24,522	82·63

Digitized by Google

Proportion examined in university subjects, &c.

It thus appears that of the 32,961 pupils examined in specific subjects, 2,760, or 8·37 per cent., were examined in the university subjects of Latin, Greek, or mathematics, as against 2,437, or 8·21 per cent., in 1885; while 30,201, or 91·62 per cent. of the whole number, were examined in the other specific subjects, as against 27,237, or 91·79 per cent., in 1885.

III.

Results of organisation, &c.

TABLE SHOWING RESULTS OF ORGANISATION, &c.

No.	District.	Number of Departments.	Average Attendance.	Discipline and Organisation.			Singing.		Number of Pupil-teachers paid for at the Rate of			
				1*s.* 6*d.*	1*s.*	0.	1*s.*	0.	60*s.*	40*s.*	0.	Total.
1&2	Edinburgh (city and county), &c.	288	55,417	191	89	8	283	5	208	145	17	430
3	Peebles, &c. -	182	17,422	150	32	–	167	15	40	62	2	104
4	Dumfries, &c. -	186	15,711	138	46	2	169	17	33	34	10	77
5	Fife, &c. - -	204	30,395	136	66	2	203	1	172	64	10	246
6	Perth - -	168	14,373	78	89	1	154	14	85	24	4	113
	Totals -	1,028	133,318	693	322	13	976	52	598	329	43	970
	Corresponding totals (1884–85).	1,025	128,279	695	319	11	967	58	558	340	46	944

Average attendance.

It thus appears that the number of children in average attendance at the schools of the Southern Division during the past year was 133,318, as compared with 128,279 in 1885.

Discipline.

It further appears that of the 1,028 departments inspected during the past year, 693, or 67·41 per cent. of the whole number, received the higher grant for discipline and organisation; 322, or 31·32 per cent. of the whole number, got the lower grant, while it was not recommended in only 13, or 1·26 per cent., of the whole number. These proportions are practically identical with those of the previous year.

Singing.

Further, of the 1,028 departments inspected during the past year, 976, or 94·94 per cent. of the whole number, obtained the grant for singing, as compared with 967, or 94·34 per cent., in 1885; and 52, or 5·05 per cent., failed to reach the required standard, as against 58, or 5·65 per cent., in 1885.

Pupil-teachers.

While of the 970 pupil-teachers who were examined during the year, 598, or 61·65 per cent. of the whole number, received the gratuity of 60*s.*; 329, or 33·91 per cent., the gratuity of 40*s.*; and 43 failed to reach the required standard of attainment. Compared with 1885, these results show an increase (2·54 per cent.) in the number of pupil-teachers who received the higher gratuity.

I.—DR. WILSON'S DISTRICT.

and

II.—MR. STEWART'S DISTRICT.

In January 1886, the metropolitan district, comprising the counties of Edinburgh, Haddington, and the greater part of Linlithgow, was divided into two districts, Dr. Wilson retaining the city of Edinburgh and the county of Linlithgow, while Mr. Stewart took charge of the county of Haddington, the landward part of the county of Edinburgh, and the town of Leith. As the districts were worked as one till the end of the school year, the statistics are given as for the undivided district.

Statistics of schools inspected.

The number of schools inspected during the year was 225 (four by myself, 83 by Mr. Stewart, and the remaining 138 by my junior colleagues, *i.e.*, 30 by Mr. Blaikie, and 108 by Mr. Dunn), comprising 288 departments under separate teachers, with

Digitized by Google

60,500 children present on the days of inspection. These departments are conducted by—

Number of masters and mistresses.

Masters	173	
Mistresses	115	
		288

In addition to this teaching staff there are—

Certificated assistant masters	146	
„ „ mistresses	283	
		429

Of assistants and pupil-teachers.

Assistants (Art. 60 or 79)	105	
„ (Art. 32c. 3)	11	
		116
Pupil-teachers, male	96	
„ female	334	
		430
Total number of teachers		1,263

Total number of teachers.

In all, 1,263 teachers, assistants, and apprentices, or an average of 5·61 to each school, or one teacher to every 48 children present on the days of inspection, and to every 44 children in average attendance. There were also 56 sewing mistresses, who took no part in the general work of the school. In these schools the children present on the days of inspection amounted to 60,500, as compared with 58,877 in 1885, while the children in average attendance were (under seven, 11,656; over seven, 43,761) 55,417, as compared with 53,072 in 1885. It thus appears that on the day of inspection there were 269 children, on an average, present in each school, as against 259 in 1885, while the average attendance was 246 as against 233 in 1885.

Number of children.

Progress and attainments of children.

It may be interesting to know the number of children at school, &c., but this is not enough without taking account of their progress and attainments. These can be best shown, as far as the elementary subjects of reading, writing, and arithmetic are concerned, by exhibiting in a tabular form the results of the individual examinations under the Code. Of the 60,500 present on the day of visit, 54,066 (under seven, 8,057; over seven, 46,009) had made the required attendances, and were thus qualified for individual examination in terms of the Code. It is necessary, however, in estimating the results of the "standard" examination, as an element of merit in each case, to consider not only what proportion of the children examined had passed, but also what proportion of the number present on the day of inspection, and of the number in average attendance, had been examined.

The following tables exhibit the number examined in each standard, and the number passed in each of the three elementary subjects of reading, writing, and arithmetic for the year ending 31st August 1886, and also, for the purpose of comparison, the corresponding results for the year ending 31st August 1885, as given in my report for that year:—

TABLE No. 1.

Results of the individual examinations in numbers.

Standards.	Year ending 31st August 1885.				Year ending 31st August 1886.			
	Numbers presented.	Number passed in			Numbers presented.	Number passed in		
		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
Standard VI.	2,420	2,153	2,170	2,094	2,616	2,335	2,257	1,977
„ V.	5,421	4,721	4,652	4,769	5,888	5,121	4,877	4,721
„ IV.	7,000	6,245	6,269	6,020	7,349	6,643	6,681	6,148
„ III.	7,713	7,523	6,926	6,867	8,263	8,082	7,492	6,961
„ II.	8,080	7,869	7,382	7,486	8,133	8,000	7,743	7,743
„ I.	7,958	7,577	7,839	6,945	8,543	8,222	8,470	7,818
Totals	38,592	36,088	35,238	34,181	40,792	38,393	37,620	35,368

Digitized by Google

Number absent on the day of visit. Infants examined orally.

In addition to the number of 40,792 given above, 1,977, who had made the required attendances, were absent on the day of visit, and 7,489 out of 8,017 children, under seven years of age, were examined orally, thus making a total of 50,786, who were entered on the examination schedules as having completed the attendances required by the Code.

The full import of these numbers will be more readily appreciated, as they are expressed in the form of per-centages in the following tables :—

TABLE No. 2.

Results of the individual examinations in per-centages.

PROPORTION EXAMINED IN EACH STANDARD.

Standards.	Year ending 31st August 1885.			Year ending 31st August 1886.		
	Per-centage of Total Number examined.	Per-centage of Number in Average Attendance.	Per-centage of Total Number present.	Per-centage of Total Number examined.	Per-centage of Number in Average Attendance.	Per-centage of Total Number present.
Standard VI. -	6·27	4·55	4·11	6·41	4·72	4·32
„ V. -	14·04	10·21	9·20	14·43	10·62	9·73
„ IV. -	18·13	13·18	11·88	18·02	13·26	12·15
„ III. -	19·98	14·53	13·10	20·26	14·91	13·66
„ II. -	20·93	15·22	13·72	19·94	14·68	13·44
„ I. -	20·62	14·90	13·51	20·94	15·41	14·12
Totals -	100·	72·71	65·54	100·	73·60	67·42

TABLE No. 3.

PROPORTION PASSED IN EACH SUBJECT.

Standards.	Year ending 31st August 1885.			Year ending 31st August 1886.		
	Per-centage passed in			Per-centage passed in		
	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Standard VI. -	88·96	89·66	86·52	88·87	90·09	75·57
„ V. -	87·08	85·81	87·97	86·97	82·82	80·18
„ IV. -	89·21	89·55	86·00	90·39	90·91	83·65
„ III. -	97·53	89·79	89·03	97·80	90·66	84·25
„ II. -	97·38	91·36	92·64	98·36	95·20	95·20
„ I. -	95·21	98·50	87·44	96·24	99·14	91·51
Totals -	93·51	91·30	88·57	94·11	92·22	86·70

Number passed in reading, &c.

It thus appears that of the 40,792 children presented for examination there passed in reading, 38,393 ; in writing, 37,620 ; in arithmetic, 35,368 ; making in all 111,381 passes out of 122,376 possible passes, or, in the form of a per-centage, 91·01 children passed in the three subjects, giving a failure of 8·99 in every 100 as against 8·87 in 1885. It further appears that the proportion of the children individually examined to the whole number present is 67·42. This per-centage should be kept in mind when the other per-centages in these tables come to be considered in detail.

As compared with 1885.

Digitized by Google

The following tables give the number examined in 13 out of the 15 specific subjects, and the number passed in each, with certain per-centages to bring out more clearly the educational value of the whole. It thus appears that mechanics and chemistry found a place in the time-table of no school in my district, while the total per-centage of passes is 85·30 as against 83·54 last year :— Results of examination in specific subjects.

TABLE No. 4.

Specific Subjects.

Number.	Subjects.	Number presented in				Number passed in				No. of Schools in which each Subject is taken.
		1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	
1	English	3,867	1,756	671	6,294	3,849	1,527	617	5,493	122
2	Physical Geography	851	898	205	1,954	738	773	186	1,697	66
3	Mathematics	547	99	30	676	460	87	29	576	52
4	Animal Physiology	388	181	106	675	347	158	82	587	24
5	French	338	110	32	480	299	89	27	415	41
6	Latin	291	107	36	434	246	92	30	368	50
7	Magnetism and Electricity	66	44	16	126	58	33	13	105	3
8	Light and Heat	37	9	7	53	32	8	7	47	2
9	German	26	6	—	32	26	6	—	32	2
10	Botany	5	10	—	15	4	8	—	12	3
11	Greek	12	—	—	12	11	—	—	11	6
12	Agriculture	5	—	—	5	5	—	—	5	2
	Totals	6,433	3,220	1,103	10,756	5,575	2,780	991	9,346	—
13	Domestic Economy	1,893	818	576	3,287	1,430½	679½	524	2,634	117
	" 1st branch					1,534	760	517	2,811	
	" 2nd "					1,327	599	531	2,457	
	Totals	8,326	4,038	1,679	14,043	7,005½	3,459½	1,515	11,980	—

TABLE No. 5.

Per-centages—Specific Subjects.

Number.	Subjects.	Per-centage of whole Number presented.	Per-centage passed.	Per-centage of whole Number passed.
1	English	44·82	87·27	45·85
2	Physical Geography	13·91	86·84	14·16
3	Mathematics	4·81	85·20	4·80
4	Animal Physiology	4·80	86·96	4·90
5	French	3·41	86·46	3·46
6	Latin	3·09	84·79	3·07
7	Magnetism and Electricity	·89	81·74	·86
8	Light and Heat	·38	88·68	·39
9	German	·23	100·00	·27
10	Botany	·10	80·00	·10
11	Greek	·08	91·66	·09
12	Agriculture	·03	100·00	·04
13	Domestic Economy	23·41	I. 85·51 II. 74·75	21·98
	Totals	100·00	85·30	100·00

Number of Schools taking 1, 2, 3, or more Subjects.

Taking one subject	9
" two subjects	19
" three "	41
" four "	28
" five "	14
" six "	14
" seven "	6
" eight "	2
Total	133

Number of pupils taking—

One Subject.	Two Subjects.	Three Subjects.
1,755	4,959	79

Numbers presented in Standards—

IV.–VI.	6,407
Ex. VI.	1,097
Total	7,504

Digitized by Google

It thus appears that out of 225 schools inspected during the year, there were 138 in which one or more specific subjects were taught. It further appears that in these schools 790 pupils took three specific subjects each, 4,959 pupils took two subjects, and 1,755 only one subject each.

III.—Mr. SCOUGAL'S DISTRICT.

(Peebles, Selkirk, Roxburgh, Berwick, and two parishes in Edinburgh.)

In the following tables the statistics are presented in a form that admits of ready comparison of the facts of this year with those of the past two years:—

Statistics of attendance, &c.

TABLE No. 1.

STATISTICS OF ATTENDANCE, &c.

	Number present at Inspection.	Number in Average Attendance.	Number presented in Standards.
In school year 1883-84 - -	18,432	16,314	12,891
„ „ 1884-85 - -	18,961	17,665	13,794
„ „ 1885-86 - -	19,471	17,423	13,78

An increase since 1885.

During the past year there has been an *increase* of 510 in the number present at inspections; a *decrease* of 243 in the total number in average attendance; and a *decrease* of 14 in the number presented in the standards. As compared with last year, the number presented in the standards has this year fallen from 72·75 to 70·77 per cent. of the total number present at inspections; but has risen from 78·09 to 79·10 per cent. of the total number in average attendance. As there has been during the past year no appreciable variation in the proportion of infants attending the schools in this district, the above statistics point to the conclusion that, while presentation has slightly improved as regards fulness, there has been a distinct falling off in regularity of attendance.

Teaching staff.

TABLE No. 2.

TEACHING STAFF.

In District, for Year	Number of Schools.	Number of Departments under separate Head Teachers.	Number of: Adult Teachers. Certificated. Male.	Certificated. Female.	Provisionally Certificated Art. 60. Male.	Provisionally Certificated Art. 60. Female.	Assistants under Art. 79. Male.	Assistants under Art. 79. Female.	Under Art. 23 (c.) Female.	Apprentices, &c. Pupil-Teachers. Male.	Pupil-Teachers. Female.	Stipendiary Monitors. Male.	Stipendiary Monitors. Female.	Candidates. Male.	Candidates. Female.
1883-84 -	164	177	170	91	—	2	12	22	10	37	68	5	3	11	17
1884-85 -	169	182	178	92	—	1	17	29	12	35	63	1	3	6	24
1885-86 -	168	182	177	100	—	2	16	29	9	28	70	—	—	10	28

Owing to the amalgamation of two schools in the same village, the number of separate schools is this year one less than it was last year. The figures in the above table show that the tendency as regards the mode of increase of staff runs in the direction of the employment of a larger number of certificated female assistants, and the substitution of female for male pupil-teachers. The increase, however, this year in the number of male *candidates* is noteworthy, as being, slight though it is, a reversal of the tendency that has manifested itself for several years back. Stipendiary monitors, *on their present footing*, do not seem to meet a felt want.

Digitized by Google

TABLE No. 3.

RESULTS IN STANDARD WORK.

Results in standard work.

In District, for Year	Per-centage of whole Number presented.		Per-centage of Passes in			Total Per-centage of Passes.
	In Standards I.-III.	In Standards IV.-VI.	Reading.	Writing.	Arithmetic.	
1883-84 - -	61·0	39·0	90·2	87·8	80·9	86·3
1884-85 - -	59·2	40·8	91·8	88·8	82·2	87·6
1885-86 - -	56·8	43·2	93·4	89·0	84·5	89·0

This year 307 scholars were scheduled and presented for examination *above Standard VI.* as against 243 last year.

In this district 43·2 per cent. of those presented in the standards have this year been presented above Standard III. For the whole of Scotland last year the corresponding per-centage was 38·2.

I have again to bespeak special attention to the fact that most of my large schools, and, consequently, an exceptionally large proportion of the school population of my district, are examined at the time of the year least favourable for the securing of a high per-centage of passes. Almost 42 per cent. of the total number presented in this district are examined in the first quarter of the working year, between 1st October and 31st December.

The above table shows an advance during the past year of 1·6 per cent. in reading, of 0·2 per cent. in writing, and of 2·3 per cent. in arithmetic; giving a rise of 1·4 in the total per-centage of passes. This advance is, over all, slightly greater than that made last year. The rate of advance remains steady in reading; has gone back by nearly 1 per cent. in writing; and has improved by 1 per cent. in arithmetic.

An advance since last year.

TABLE No. 4.

RESULTS IN SPECIFIC SUBJECTS.

Results of examination in specific subjects.

Number of Subject.	Name of Subject.	Number of Schools in which taught.	Presented in			Passed in			Total presented.	Total passed.	Per-centage passed.
			Stage I.	Stage II.	Stage III.	Stage I.	Stage II.	Stage III.			
1	Mathematics - -	24	75	23	6	54	18	6	104	78	75·0
2	English - - -	64	998	335	119	789	256	94	1,462	1,139	78·4
3	Latin - - -	29	90	26	11	70	17	9	127	96	75·6
4	Greek - - -	3	1	3	2	1	3	2	6	6	100·0
5	French - - -	24	54	17	8	38	11	7	79	56	70·9
6	German - - -	1	1	—	—	1	—	—	1	1	100·0
7	Mechanics - -	2	1	26	—	1	15	—	27	16	59·3
8	Chemistry - -	1	—	24	—	—	18	—	24	18	75·0
9	Animal Physiology -	6	29	9	—	23	9	—	38	32	84·2
11	Magnetism and Electricity - - -	3	74	21	11	56	13	10	106	79	74·5
12	Physical Geography -	19	174	7	70	105	6	44	251	155	61·7
13	Botany - - -	2	15	—	—	14	—	—	15	14	93·3
14	Principles of Agriculture	1	—	1	—	—	1	—	1	1	100·0
15	Domestic Economy— Branch I. - Branch II. -	64	334	218	166	229 187	135 100	135 128	718	499 415	69·5 57·8
	Totals, 1885-86 -	82	1,846	710	393	1,568	602	435	2,949	2,605	71·0
	Totals compared, omitting Domestic Economy, for year 1883-84	77	1,173	535	153	860	359	110	1,861	1,329	71·4
	1884-85	74	1,125	516	208	847	377	152	1,849	1,376	74·4
	1885-86	78	1,512	492	237	1,153	367	172	2,231	1,691	75·8

Digitized by Google

This year again presentations have been made in all the 15 subjects of the Fourth Schedule except No. 10, Light and Heat. Domestic economy has this year been taken by eight more schools and by 167 more children. In regard to the other subjects, there has been an increase of four in the number of schools taking these, and of 382 in the total number of scholars presented; with an increase of 1·4 in the total per-centage of passes. The number of scholars presented has increased in the first and third stages, but has decreased in the second.

In the order of their popularity, as estimated by the number of schools taking them, the leading subjects (other than domestic economy) rank thus: 1. English; 2. Latin; 3 and 4 (equal). French and Mathematics; 5. Physical Geography. This order, I find, has remained pretty much the same for the last four years.

In respect of the number of pupils presented in it, subject No. 11, Magnetism and Electricity, stands fourth this year, although it has been taken up in only three schools.

Results in domestic economy and physical geography the least satisfactory during the past year.

The subjects in which during the past year preparation has been least intelligent and satisfactory are domestic economy (especially the second branch) and physical geography.

In all the other subjects the presentations have been so few as to call for no notes upon them in addition to the statistics given above.

IV.—Mr. BARRIE'S DISTRICT.

(Counties of Dumfries and Kirkcudbright.)

General Statistics for the Year 1885–86.

Staff, &c.

Number of schools inspected		175
„ separate departments		186
„ certificated head masters		152
„ „ head mistresses		34
„ „ assistant masters		30
„ „ „ mistresses		57
„ assistants (Arts. 79 and 32 (*c*.) 3)		31
„ pupil-teachers		75

Attendance, &c.

Attendance, &c.—		
Number of scholars present on day of inspection		18,049
Average attendance (under 7)	3,571	
„ „ (over 7)	12,140	
		15,711
Number examined in standards		12,265
„ „ beyond standards in specific subjects		482

TABLE No. 1.

Results of examination in standard work.

Results of Examination in Standards.

Standard.	Number of Scholars examined.	Per-centage of Total Number.	Number passed in			Per-centage passed in			Average Per-centage.
			Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	
I.	2,362	19·25	2,307	2,342	2,178	97·67	99·14	92·21	96·34
II.	2,301	18·76	2,265	2,168	2,194	98·43	94·21	95·39	96·00
III.	2,327	18·97	2,280	2,060	2,000	97·98	88·52	85·94	90·81
IV.	2,277	18·56	2,184	1,955	1,957	95·91	85·85	85·94	89·24
V.	1,952	15·91	1,843	1,504	1,660	94·41	77·04	85·04	85·50
VI.	1,046	8·53	1,015	830	856	97·03	79·35	81·83	86·07
Totals	12,265	100·	11,894	10,859	10,845	96·97	88·53	88·42	91·31

Digitized by Google

From the above table it will be seen that 43 per cent. of the scholars individually examined in standards were presented in Standards IV.–VI., as against the high percentage of 42·6 reached in 1884–85.

TABLE No. 2.

RESULTS OF EXAMINATION IN SPECIFIC SUBJECTS.

Results of examination in specific subjects.

Name of Subject.	Number of Schools in which Subject is taught.	Total Number presented.	Total Number passed.	Per-centage of Passes.
Mathematics	43	183	168	91·80
English Literature	85	2,535	2,390	94·28
Latin	45	238	210	88·23
Greek	2	10	10	100·
French	31	188	180	95·74
German	5	5	5	100·
Chemistry	2	39	30	76·92
Physiology	7	182	180	98·90
Magnetism and Electricity	4	59	47	79·66
Physical Geography	58	842	781	92·75
Botany	1	6	6	100·
Agriculture	3	19	15	78·9
Domestic Economy	93	1,345	1,165	93·57
Totals	—	5,551	5,187	93·44

V.—MR. WILSON'S DISTRICT.

(Fife, Kinross, Clackmannan, and five parishes in Perthshire.)

Staff.

The staff for the total number of schools consists of the following:—

Certificated head masters	144
" " mistresses	60
Male assistants (including those under Art. 79)	82
Female assistants (including those under Art. 79 and under Art. 32 (*c.*) 3)	195
Male pupil-teachers	61
Female "	186
Stipendiary monitors	31
Total	759

Attendance.

The attendance was as follows:—

Number of scholars present on day of inspection		34,808
Boys	18,134	
Girls	16,674	
Total		34,808
Average attendance (under 7)	6,945	
" " (over 7)	23,450	
Total		30,395
Qualified by attendance:		
(Under 7)	5,207	
(Over 7)	25,944	
Total		31,151
Number presented for examination:		
(Under 7)	4,838	
(In standards)	23,911	
Total		28,749

Digitized by Google

A comparison of the staff with the average attendance shows about 40 scholars for each teacher. This is much beyond the minimum requirements, but I would again observe that with class and specific work undertaken, it is only fair that the staff should be increased in proportion to the extent of this extra instruction.

Results of examination in standard work.

TABLE No. 1.

Results in Standard Work.

Standard.	Number presented.	Per-centage of Number presented.	Number passed in			Per-centage passed in			Average Per-centage passed.
			Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	
I.	4,388	18·35	4,198	4,353	4,019	95·67	99·18	91·59	95·48
II.	4,728	19·78	4,502	4,363	4,397	95·22	92·28	93·	93·5
III.	4,671	19·54	4,486	4,359	4,081	96·04	93·32	87·36	92·24
IV.	4,566	19·09	4,114	3,955	3,634	90·1	86·61	79·58	85·43
V.	3,936	16·46	3,434	3,061	3,124	87·24	77·77	79·37	81·46
VI.	1,622	6·78	1,496	1,303	1,222	92·23	80·32	75·34	82·63
Totals	23,911	100·	22,230	21,394	20,477	92·96	89·47	85·63	89·35

Specific subjects. The following table shows the results in specific subjects:—

TABLE No. 2.

Specific Subjects.

Subject.	Number of Schools in which taken.	Number presented.	Number passed.	Per-centage passed.
Mathematics	60	248	213	85·88
English Literature	100	3,162	2,647	83·71
Latin	55	365	247	67·67
Greek	4	10	9	90·
French	46	271	216	79·7
Mechanics	1	1	1	100·
Physiology	12	187	171	91·44
Physical Geography	46	686	529	77·11
Botany	1	3	0	0·
Agriculture	2	11	9	81·81
Domestic Economy	113	1,837	1st Br. = 1,478 2nd Br. = 1,178	80·4 64·1
Totals	—	6,781	5,370	79·2

Digitized by Google

VI.—Mr. WALKER'S DISTRICT.

(Perth, except the 13 parishes now attached to the districts of Fife and Stirling.)

Number of scholars present at inspection.

The number present at inspection was 16,871,—8,743 boys and 8,128 girls, an increase of 634 as compared with 1885.

The number on the roll was 18,622, and the average attendance was 14,373, of whom 2,865 were under seven years of age and 11,508 over seven. The increase in the average attendance as compared with last year is 684.

Number qualified for examination.

Of these there were qualified for examination by attendance:—

Age.	250 Attendances.	150 Attendances.			Total.
		(*a.*)	(*b.*)	(*c.*)	
Under 7 - -	2,100	—	—	145	2,245
Over 7 - - -	11,541	243	369	274	12,427
Totals - -	13,641	243	369	419	14,672

Those qualified by 150 attendances are (*a*) half-timers under the Factory Acts, (*b*) scholars beneficially employed in rural districts when not at school, and (*c*) scholars living more than two miles from school. Under all three heads the numbers are smaller than they were last year, while the number qualified by 250 attendances is larger by 808. This is so far an improvement, but there is still much to be desired on the score of regularity of attendance both in town and country. I still come across many children who, up to the age of eight, nine, or ten, seem to have been able to evade the provisions of the Education Act.

Number presented.

Of the 2,245 infants qualified, 109 were absent on the day of inspection. Of the 12,427 over seven years of age qualified for examination, seven were unexaminable owing to defects of mind or body, 118 were withheld from examination in Standard I., under Art. 19 B. 5, 749 were absent, and 478 were beyond the standards. The number examined in the standards was therefore 11,075, of whom 56·8 per cent. were in Standards I.–III., and 43·2 in Standards IV.–VI. Here, too, an advance is shown, as the corresponding proportions for last year were 58·5 and 41·5.

Results of standard examination.

The following table gives details of the standard passes:—

TABLE A.

Standard.	Number examined.	Percentage of the whole.	Passed in			Total Number of Passes.	Per-centage of Passes in			Total Per-centage.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	2,077	18·75	2,052	2,063	1,943	6,058	98·79	99·33	93·55	97·22
II.	2,113	19·08	2,068	2,011	2,001	6,100	98·81	95·17	94·69	96·23
III.	2,098	18·94	2,061	1,978	1,761	5,760	99·19	94·28	81·08	91·51
IV.	2,031	18·34	1,957	1,843	1,577	5,377	96·35	90·74	77·64	88·25
V.	1,794	16·2	1,536	1,676	1,300	4,502	88·41	93·43	72·47	84·77
VI.	962	8·69	900	939	673	2,512	93·54	97·61	69·96	87·04
Totals -	11,075	100·	10,664	10,510	9,195	30,309	96·29	94·89	83·02	91·4

A comparison of this table with last year's shows an advance in all subjects except the arithmetic of Standards III., IV., V., and VI., in which there is a falling off to the amount of 5, 12, 8, and 3 per cent. respectively.

Specific subjects.

The results of the examination in specific subjects are given in detail in the following table:—

Digitized by Google

TABLE B.

Name of Subject.	Number of Schools in which taken.	Presented in			Passed in			Total presented.	Total passed.	Per-centage passed.
		Stage I.	Stage II.	Stage III.	Stage I.	Stage II.	Stage III.			
Mathematics	40	88	38	7	82	34	7	133	123	92·48
English Literature	78	748	327	124	668	267	111	1,199	1,046	92·48
Latin	44	112	65	25	86	61	24	202	171	84·65
Greek	6	7	4	1	7	4	1	12	12	100·
French	39	117	26	14	110	26	14	157	150	95·54
German	4	6	2	—	6	2	—	8	8	100·
Chemistry	1	2	—	—	1	—	—	2	1	50·
Animal Physiology	17	145	51	61	133	39	53	257	225	87·55
Electricity and Magnetism	1	—	7	—	—	7	—	7	7	100·
Physical Geography	47	286	146	84	201	104	67	516	372	72·09
Botany	4	22	14	1	22	14	1	37	37	100·
Agriculture	2	—	—	6	—	—	6	6	6	100·
Domestic Economy—										
Branch I.	112	393	370	338	347	329	232	1,101	958	87·01
Branch II.					347	348	285		980	89·01
Totals	126	1,926	1,050	661	1,663	896½	567½	3,637	3,127	85·97

On comparing this table with last year's it will be seen that the number presented in specific subjects is still comparatively large, being over 25 per cent. of the scholars in average attendance; that preference is still shown for English, physical geography, animal physiology, Latin, French, and mathematics; and that Latin holds the fourth place instead of the third, and mathematics the sixth instead of the fifth. The other six subjects in the table, excluding domestic economy, are taken by only 72 scholars in all, and mechanics, and light and heat are not taken by any.

School staff. The school staff is composed of—

Certificated head masters	129
" " mistresses	33
" assistant masters	19
" " mistresses	60
Art. 79, assistant masters	5
" " mistresses	24
Art. 32 " "	16
Sewing mistresses	64
Singing masters	10
Drill "	10
Total	370

The number of pupil-teachers examined during the year is:—

——	Male.	Female.	Total.
Candidates	10	23	33
Ending 1st year	10	20	30
" 2nd "	11	17	28
" 3rd "	10	32	42
" 4th "	10	23	33
Total	51	115	166

This table includes monitors not formally apprenticed who come forward to be examined along with the pupil-teachers.

The number of pupil-teachers on the staff during the year, examined on completing each year of service, was 113, of whom 85 got the 60*s.* gratuity, 24 got 40*s.*, and four got nothing.

Digitized by Google

General Report, *for the Year* 1886, *by* John Kerr, Esq., M.A., LL.D., *one of Her Majesty's Chief Inspectors, on the* Schools *in the* Western Division of Scotland.

My Lords,

My report for last year was based on the quarterly returns furnished by the other Inspectors in the western division, and on what I had observed in my own district. I have this year the advantage of a considerably wider experience derived from visits with my colleagues to all the districts in the division, except one for which I could not find time. These joint inspections were pleasant to myself, and I am willing to regard an invitation from almost all to repeat them this year as an indication that they were mutually so. That they are profitable from the opportunity they afford of an interchange of opinion on our daily work cannot, I think, be doubted. By means of them and the annual conferences we shall probably make as near an approach to uniformity of test and method as is desirable or consistent with the preservation of individuality. I found, as I expected, unimportant differences in the various districts. X. slightly accentuated some points, Y. others, but all as a rule within the limits of the Code. In rural districts with six standards under one teacher I found expressive reading considerably below the average of a Glasgow school, where usually each standard has a teacher to itself. This also was to be expected. I am glad to find from the reports of my colleagues in the division that in rural schools this subject has during the past year received successful attention. Although I am not unacquainted with Highland schools, my visits to Argyllshire freshened my recollection of the local and bilingual difficulties with which they have to contend, and with which Mr. Boyd and Mr. Lobban showed fitting sympathy. I hope this year to find time to repeat some of these visits.

Visits with colleagues.

Highland schools.

This division in respect of extent and staff is the same as last year. There are 15 more schools under inspection. The increase is in public and Roman Catholic schools. The number of episcopal schools is unchanged, while established church, free church, and undenominational schools show a slight decrease. As compared with last year

Extent of division.

The accommodation is increased by - - -	22,626
The number on the registers is increased by - -	15,755
The number in average attendance is increased by -	13,438
The number presented in standards is increased by -	12,057
The number of ex-VI. pupils is increased by - -	834
The number presented in specific subjects is increased by -	2,100

The per-centage of pass is slightly higher than last year, being 92·38 as against 92·14. The range in the seven districts is from 85·4 to 94.

The school population for the division is approximately 290,000, the number on the registers is 281,355, or 97 per cent., and in average attendance 217,987, or 75 per cent., an advance of 5 per cent. in both respects as compared with last year.

General statistics.

The accommodation may be taken as generally sufficient, not always distributed in the best way, but on the whole in excess of the school population. It exceeds the number of scholars on the registers by 23,582. The average attendance falls short of the number on the registers by 63,368. This number is larger than last year, no doubt due in some measure to the depression of trade.

Accommodation.

Digitized by Google

Of the standard and ex-standard pupils nearly 40 per cent. were presented in Standard IV. and upwards, while 50 per cent. of those so presented were examined in specific subjects, as against 56 per cent. last year. Of the children above 10 years of age who ought to be presented in IV., nearly 81 per cent. were so presented. These figures indicate advance in a healthy direction, to which the decrease in specific subjects is no exception.

Grants. The higher discipline grant was paid to 536, the lower to 556, and 12 schools received no grant under this head.

Gratuities to pupil-teachers.

The higher gratuity to pupil-teachers was paid to - -	802
The lower " " " - -	694
No gratuity was paid to - - - - -	88

Deductions. Deductions from the grant were made in seven cases, but in none was the whole grant refused. The grants under 19 C. 1 were refused in 35 cases, and under 19 C. 2 in 93.

In a considerable number of cases the grant for geography and history was not claimed owing to insufficient numbers.

The subjoined table gives the general statistics of the division.

In view of conditions differing pretty widely a range of 8 per cent. is so far satisfactory evidence of uniformity of test in the standard subjects. The statistics of the seven districts will be found tabulated in the appendix.

Ex-VI. pupils. It has often occurred to me during the past year that in populous centres like Glasgow the arrangements for the instruction of ex-VI. pupils might be improved. The number of such pupils is in many cases too small to justify the expenditure of time required for their efficient instruction. I know many cases in which the master at considerable inconvenience contrives to carry on their higher education, but I know others in which, partly from necessity, but more largely from indifference, their work is limited to the three specific subjects in which they may be

Not sufficiently provided for. examined. It is in the highest degree undesirable that pupils of the age of 13, 14, or 15 should part company with reading, grammar, and the other branches of an English education simply because they cannot earn grants under the standards. I know that the Glasgow teachers in general who have small classes of such pupils would welcome their

Certain schools should be selected. transference to another school. In these circumstances it would surely be better for all concerned that certain schools suitable in respect of staff and locality should be selected, where classes could be formed of sufficient size to warrant the employment of a master with time at his disposal, and where, under the stimulus of numbers, a healthy spirit of emulation could be aroused. It is an obvious waste of teaching power to have 20 or 30 pupils taught in half-a-dozen schools, if they could without serious inconvenience all attend one school, and be taught as one class. An arrangement of this kind is the more necessary in

Increase of ex-VI. pupils certain. view of the certain increase of ex-VI. pupils due to the bursaries offered for competition by the General and City Educational Trusts of Glasgow. This arrangement would be facilitated by the school board

Suggestion to Glasgow Board. agreeing, as they no doubt would, to grant the reduction in fees allowed when three or four from the same family attend one school, though under this plan they attended different schools. In or near large towns the remedy is easy. It is much more difficult in rural districts. On this subject Mr. Waddell has made the following remarks with which I heartily agree.

"There were at least 336 scholars qualified for examination and present who had passed the 6th Standard. I say 'at least,' because only those who took specific subjects are reckoned. These pupils were distributed among 60 schools. If they were

Digitized by Google

TABLE showing the RESULTS of the INSPECTION and EXAMINATION of ELEMENTARY DAY SCHOOLS in Dr. KERR'S DIVISION for the Year ending 30th September 1886.

County.	Number of Schools.	Number of Departments.							Accommodation.	Number of Scholars on Registers.	Average Number of Scholars in Attendance.	Number of Scholars presented for Examination.						Number of Scholars presented for Examination in Specific Subjects.	Per-centage of Scholars who passed in				Staff.		
		Public.	Church of Scotland.	Free Church.	Episcopal.	Roman Catholic.	Undenominational and other Schools.	Total.				Under Ten Years.	Over Ten Years.	In Standards I.–III.	In Standards IV.	In Standards V.	In Standards VI.	Ex-Standard VI.		Reading.	Writing.	Arithmetic.	Total.	Certificated Teachers.	Assistant Teachers.	Pupil-Teachers.
Argyll - -	164	142	7	2	5	3	6	165	16,064	11,829	9,129	3,387	4,130	4,402	1,397	1,108	610	394	1,598	93·02	89·62	83·50	88·71	214	20	49
Ayr - -	162	132	8	2	1	12	21	176	43,319	38,307	30,169	12,569	12,054	14,886	4,642	3,663	1,432	490	3,501	95·63	90·53	89·65	91·94	368	93	235
Bute - -	21	17	—	—	—	1	3	21	3,497	2,340	1,790	708	769	834	264	250	129	77	432	95·80	95·26	87·41	92·82	36	6	10
Dumbarton -	52	45	2	—	3	6	—	54	13,794	13,079	9,778	3,929	4,006	4,828	1,406	1,140	561	327	2,527	89·97	91·58	85·61	89·05	137	21	77
Lanark -	327	242	12	3	1	88	26	372	152,442	145,477	112,583	44,758	44,197	56,012	15,971	12,391	4,581	1,858	18,622	95·62	95·20	91·38	94·07	1,410	266	927
Renfrew -	111	84	2	—	4	25	10	125	45,672	42,620	33,637	13,042	13,847	16,681	4,898	3,871	1,439	537	4,863	94·57	92·71	91·41	92·90	397	99	265
Stirling -	92	79	1	1	2	4	10	97	21,396	20,578	15,610	6,376	5,751	7,381	2,104	1,838	804	289	2,751	91·04	87·07	78·13	85·42	193	56	114
Wigtown -	56	50	1	—	1	3	2	57	8,754	7,125	5,291	1,925	1,985	2,423	689	514	284	202	872	90·95	89·72	85·42	88·70	92	9	19
Total -	965	789	33	8	17	142	78	1,067	304,937	281,355	217,987	86,694	86,739	107,447	31,371	24,775	9,840	4,174	35,166	94·66	93·05	89·44	92·38	2,847	570	1,696

NOTE.—The parts of Linlithgow and Perth which are in Mr. Waddell's district and contain 34 schools are not included in this table.

51936.
M
Digitized by Google

in or near a large town—and a proportion of them are in that position—they might be educationally provided for without difficulty. But fully two thirds of them must be very unfavourably placed for carrying on their education to any advantage, unless the teacher of their own school can find time to bestow upon them. What is to be done with these scholars? They represent the most valuable material of which primary schools are possessed, and it may safely be said that the provision for their benefit is the least adequate which the system supplies. No one would venture to affirm that any three specific subjects, taught as primary schools teach these, are sufficient either in amount or in comprehensiveness to furnish a profitable year's instruction to boys and girls who are just entering upon their best powers of work. Something much more systematic ought to be provided, together with a definite goal at which to aim. Encouragement would likewise have to be given to the teacher to undertake a higher course where the scholars must be few. Unfortunately any arrangement of such a nature would incur the risk of hostility from the friends of the secondary schools. Yet that risk ought, in my opinion, to be incurred in a matter so loudly calling for action. It is absolutely painful to see promising young people, whose parents are obviously eager to keep them at school, coming forward in their 'teens to be examined in the elements of physiology while their knowledge of grammar, composition, arithmetic, geography, and history is not only not advancing but positively falling into decay."

Educational trust bursaries.

This is perhaps the place to refer to a question that has been a good deal discussed in connexion with the above-mentioned bursaries. The City and General Endowments Boards offer to competitors who have passed the 5th or 6th Standards 150 school bursaries of the value of from 5*l.* to 10*l.*, tenable for two years at public or state-aided schools in Glasgow in which efficient instruction is given in the higher branches. Among the Governors opinion has been a good deal divided as to what is meant by efficient instruction in higher branches, and consequently as

Where tenable.

to the number of schools at which such bursaries should be tenable; some contending for a large, others for a small, number of schools. The two elements that must be taken into account for the settlement of this question are the efficiency and strength of the staff and the size of the classes. If there is not on the staff a master or masters qualified to give

Unsuitable schools.

efficient education in the higher branches, or if there is such a master or masters, but the number of pupils is very small, it is economically and educationally a mistake to make a bursary tenable at that school. Given a competent staff and pupils numerous enough to occupy a teacher's time and be mutually stimulative, I see no reason for limiting the number of schools; but I can conceive of nothing that will more effectually fritter away the value of important endowments than to allow driblets of language or science to be taught in three or four schools to such a small number of pupils as could be taught not only as well

Interest of pupils most important.

but better in one school. Those who contend for a large number of schools on the ground that it would have a discouraging effect on the masters, because their best pupils would be removed elsewhere, forget that the bursaries were founded not for the teacher but for the pupil, and are giving way to a sentiment which ought not to enter into their calculations.

Possible influence on secondary education.

These trusts have now an opportunity that has seldom fallen to the lot of educational bodies. By judicious administration, with an eye only to the interests of education, and a steady disregard of petty jealousies and weak-kneed compliance with individual solicitations which have no educational motive, they have it in their power to contribute, so far as Glasgow is concerned, towards a fairly satisfactory solution of the question of secondary education for the lower and middle classes of the city.

Free scholarships.

The City and General Endowments Boards offer 450 free scholarships for competition to children whose parents or guardians, not being in receipt of parochial relief, are in such circumstances as to require aid for providing *elementary education as defined in the Educational*

Digitized by Google

Endowments Act. The definition there given of elementary education covers all the branches mentioned in the Scotch Code in standard, class, and specific subjects. This being so, it is evident that the bursaries of from 5*l.* to 10*l.* are meant for the promotion of something higher than elementary education as so defined. The question which these boards have to settle is whether the promotion of this higher education can be satisfactorily secured by recognising as "schools in which efficient in-"struction is given in the higher branches" a large number of schools taught by men who, though they have the requisite qualifications, are pretty fully occupied with the ordinary branches, and where the number of pupils seeking this higher education is too small to secure the wholesome rivalry and emulation without which satisfactory success is impossible.

Bursaries aim higher than free scholarships.

A statement of the number of VI. and ex-VI. pupils in the 67 schools in full working order under the Glasgow Board may be useful in connexion with this question, I find that

Number of VI. and ex-VI. pupils.

3	schools	have no scholars in VI.
14	,,	less than 20.
30	,,	more than 20, but less than 60.
20	,,	more than 60.

and that

16	schools	have no scholars in ex-VI.
34	,,	less than 20.
7	,,	more than 20, but less than 50.
10	,,	more than 50.

Now, when it is borne in mind that only 10 schools have more than 50 ex-VI. pupils, and that these pupils in the pursuit of efficient higher education will divide themselves into three classes,

(1) those who wish French and German with a view to commerce;
(2) those who wish science and mathematics with a view to technical pursuits;
(3) those who wish Latin, Greek, and mathematics with a view to the University;

it is pretty evident that they cannot bear distribution among a large number of schools without educational waste. For obviously it would be wasteful to fully equip many schools for efficient instruction on all the three lines. There is, however, good reason to believe that the endowments boards and the school board will settle the matter satisfactorily.

In October last year your Lordships agreed to my suggestion that a portion of this district should be detached. This has been done and assigned to my colleague Mr. Bathgate. During the ensuing year it will be necessary, for our own convenience as well as for that of the schools, to work into each other's hands much as if the separation had not been made, and so smooth the way for some necessary changes of dates.

New district.

I proceed now to treat of the seven districts in detail. I regret that owing to the temporary illness of Mr. Boyd he has been unable to furnish his valuable contribution.

I am again unable to find room for all the information which my colleagues in this division have kindly supplied. I shall endeavour not to omit anything that seems to them or to me important. In some cases it will be necessary to compress into the unsatisfactory form of *precis* remarks well worthy of full statement were space available.

Colleagues' reports, how dealt with.

Digitized by Google

School Supply.

Glasgow district.

The estimated school population of the municipality of Glasgow is 90,521. In October there were 83,516 places in schools of all kinds. There have been considerable changes during the year, three schools have been handed over to the board, and seven endowed schools have been closed; two new schools and four additions have been opened, one school has been purchased and four have been taken on lease. The result of these changes is that the school accommodation in all the schools of the city is increased by 2,115. The Board have now 67 schools under their management, of which 23 are full to overflowing, 27 have an enrolment exceeding the accommodation, and 17 have room to spare. By purchasing an endowed, and leasing a charity school, and by large additions to existing schools, the board have successfully met the demand made upon their resources by the closing of endowed, charitable, and private adventure schools. During 1887, by additions and new buildings, the places will be increased by 4,000, and early in 1888 by 2,000 more. It is difficult to speak in terms of too high praise of the ability and self-denying efforts of the board to meet the constantly increasing demand. Their work in this respect is not yet at an end. There has been no noteworthy increase in the number of infant schools or departments. Under the New Code an increase is probable and desirable. The general statistics are as under :—

Work of Glasgow Board.

Statistics (1885–86) for Dr. Kerr's District.

Masters (principal, 136; assistant, 273) - - -	409
Mistresses (principal, 65; assistant, 438) - - -	503
Pupil-teachers - - - - - -	528
Stipendiary monitors - - - - -	42
Assistant teachers (Art. 79) - - - -	117
Female assistants (Art. 32*c*, 3) - - - -	6
Number of scholars present - - - -	81,456
Average attendance - - - - -	70,960
Number qualified for examination by attendance—	
(*a*.) Under 7 - - - - -	6,108
(*b*.) Over 7 - - - - - -	58,851
Number presented for collective examination.—infants -	5,983
Number presented for individual examination in standards	55,555

The number of pupil-teachers has diminished from 632 to 528. All the other items show increase; the average attendance by 3,698, the number of infants examined by 462, and the number in standards by 2,846.

Higher class board schools.

The recognition of Garnethill and other schools of similar type as regularly inspected schools has been in some quarters called in question, chiefly on the ground that they unduly interfere with the prosperity of secondary schools, by the amount of secondary work which they contrive to undertake. Garnethill is one of several schools of similar type in Glasgow, but it is the one in which secondary work has been

Digitized by Google

most extensively developed. Section 67 of the Act of 1872 bears that "Parliamentary grants according to the rates and under the conditions contained in the minutes of the Scotch Education Department in force for the time may be made (1) to any school board for and in respect of the public schools under their management, provided that due care shall be taken by the Scotch Education Department in the constitution of such minutes that the standard of education which now exists shall not be lowered, and that as far as possible as high a standard shall be maintained in all schools inspected by the said Department." Terms of the Act.

It is well known that the parish schools of Aberdeen, Banff, and Moray send pupils every year to Aberdeen University, with training in classics and mathematics sufficient to make them successful candidates in the hardest and most keenly contested bursary competition in Scotland. No doubt these schools do this under the favourable conditions of a Dick Bequest, but there is surely no reason why Glasgow should not do the same under the favourable conditions of a large population and an energetic school board. It is matter for regret that such excellent schools as the secondary schools proper of Glasgow should suffer from this, and that they have not the benefit of Government grants; but it is not enough to say that, because provision is made for higher education in existing secondary schools, the primary schools should cease to furnish advanced education. The much higher fees in the secondary schools are a complete barrier to many who ask for and can profit by a higher education. In other words, the son of the artisan or tradesman in Glasgow should not be denied what is given to the son of the crofter or farmer in Banffshire. Schools of this type not new. Not sufficient that there are already secondary schools.

The minutes of the Department are the Code, and the Code is annually sanctioned by Parliament. These minutes offer grants, not only for the elementary branches, but for Latin, Greek, French, German, mathematics, and other subjects. If these subjects are taught beyond the limits mentioned in the Code, so are they, and so have they been, taught in the three counties named, and elsewhere, and to refuse to teach them beyond these limits would be to lower education, which the proviso above quoted says must not be done.

As to the statement that Garnethill is not mainly devoted to elementary work, what are the facts? Out of a roll of 1,300 pupils more than 1,000 are either infants or doing standard work. Of the remainder, 250 will be presented for examination in specific subjects. So that of the 1,300 on the roll, 96 per cent. are doing standard work for which the Code offers grants. They are mainly elementary.

No one regrets more than I do the decay of advanced classical teaching in my old district of Aberdeen, as reported by my northern colleagues. Circumstances change, and we must accept the inevitable. The pressure of the common subjects in small rural schools doubtless makes the cultivation of the higher learning difficult, if not impossible. But it must not be forgotten that it was only in the three counties already referred to that instruction in classics was, from peculiar circumstances, exceptionally high. I do not think it will be found that elsewhere in Scotland the university subjects are taught less or worse than formerly. I believe the reverse is the case. But be that as it may, it is unquestionable that in Glasgow and other populous centres the son of the working man finds now within his reach an advanced education in these subjects, which only a few years ago was hopelessly beyond it.

Digitized by Google

Mr. Jolly reports:—

The increase in schools in Dumbarton and Govan.

"This district still grows in attendance, presentation, and number of schools. It has risen by 1,724 this year in the number presented, while the average attendance has increased by more than 550 in the parish of Govan, where the depression in trade has told heavily. In Dumbartonshire the district of Clydebank has extended enormously, chiefly on account of the erection of the Singers' Factory for Sewing Machine, a gigantic industry capable there of employing 4,000 operatives; and there a very good large school has been built at Dalmuir, and another is being erected at Clydebank itself for 1,500 children to replace the old school for 400. In the town of Dumbarton the new Knoxland Public School has already been doubled in size, and a handsome Roman Catholic school for over 700 has just been finished. At Alexandria a new school is being built for 370. At Renton a large addition has been made to the public school, and the whole has been very well adorned. In Old Kilpatrick new premises are being proceeded with at Gavinburn to supersede the old and defective schools at Bowling and Kilpatrick. At Lenzie fine premises have lately been opened as a higher grade public school. In the parish of Govan three schools of the same kind were examined for the first time this year, Hillhead, Bellahouston, and Partick. The first two are in excellent and finely-appointed buildings, and the last, still temporarily located, will shortly move into superior accommodation. Another higher grade public school has lately been opened, of first class style, at Govanhill. At Polmadie the public school has been greatly increased in size. In Kinning Park the public school is being much extended, and the Roman Catholic school has almost doubled its capacity.

The premises that remain still unsatisfactory.

"The schools that still remain unsatisfactory in premises and furniture are the Oswald Public School at Kirkintilloch, the episcopal school at Helensburgh, and the Roman Catholic schools at Kirkintilloch and Milngavie."

Upper and Mid Lanark.

Dr. Smith states that the last deficiency in school supply in his district, that of Bothwell Public School, has lately been arranged for. He adds:—

"Perhaps the most characteristic feature observable in my district during the past year is that many of the mining districts have really been over-supplied with schools. The most notable instance of this I can recal is Waterloo School, in the parish of Cambusnethan, which, owing to the exhaustion of the coal in the vicinity is very meagrely filled, and the attendance at which is likely still further to decline. We have here a most commodious and durable structure erected at the public expense, a very small part of which is discharged, gradually losing its utility. It appears to me that in the case of mining districts less outlay should be incurred than where the population is more permanent.

"On this point I would suggest that the Department might insist with more detail than hitherto upon the seats and desks being graded suitably to the sizes of the children. Many schools are erected under the supervision of architects acquainted only with house architecture, and frequently the height of the seats and the desks is quite arbitrary."

North Ayrshire.

I am sorry that I cannot find room for all the remarks of Mr. Marshall about accommodation. In North Ayrshire his complaint is not so much of deficiency as of unsatisfactory distribution of space, and the want of rooms suitable for 60 or 80 pupils. As instances of this he mentions Wallacetown Ayr, Westend Dalry, Manchline Public, Bath Academy, Rowallan, Woodside, Kilmarnock Grammar, &c. His average attendance is increased by 486. There were examined 18,750 in standards and 2,681 infants, and the total pass is 92·8, which is a little higher than that of 1885. It is highest in the 1st and lowest in the 5th Standard.

Mr. Waddell reports:—

Stirling.

"The extent of the district has undergone no change, but the improvements in the school supply referred to in last report have now been completed. The additions at Denny Alva and Grangemouth are all in use, and form most valuable and attractive adjuncts to the schools with which they are connected. On a smaller scale are the alterations at two of the Falkirk burgh schools and at Gartmore, but they are equally good in their degree. The chief features of the year's changes, however, have been the following:—

Digitized by Google

"1. The opening of the admirable new building at Larbert, which takes the place of two previous schools, and which, for beauty and completeness, may challenge comparison with the best erections in Glasgow or Edinburgh.

"2. The reconstruction of Falkirk Southern School so as to comprise large junior and senior sections, in the latter of which the board aim at giving a higher curriculum to all who may desire it. The scheme has yet to be tested; but so far the board deserve hearty congratulation upon their enlightened and vigorous action.

"3. The issue by the Endowed Schools Commissioners of a scheme bearing upon the trusts in Stirling, and the consequent action of the Stirling Burgh Board in completing the high school and adding to the efficiency of its equipments. This comes under my notice only indirectly. I trust, however, I may without impropriety express my earnest hope that the board, while engaged in so good a work, would also do something in a courageous spirit to improve the condition of their primary schools. At present no school in the burgh of Stirling can, in point of importance and completeness, be properly placed upon the same level with almost any of those named above, while there are two, which, so far as buildings and equipments are concerned, can take no rank whatever among the educational institutions of the district. Not till these two are suitably combined in a new building will Stirling possess a primary school of the first class." Deficiencies.

Standard Subjects.

Mr. Jolly reports that the results are practically the same as last year both in the standard and specific subjects. He remarks:—

"These results are very gratifying in themselves, but more so in view of the trade depression which has so seriously affected such a commercial region. In addition to a great amount of actual want, this has caused a real and more or less general depression in spirits, that is, in nervous energy and in the elasticity necessary for vigorous intellectual effort. As illustrating this, the public schools of the Govan parish, which is mainly dependent on the shipping industries of the Clyde, have, in spite of earnest work, retrograded nearly 2 per cent. as a whole, while two of the upper grade schools, Hillhead and Partick, less affected by bad trade and want, passed close on 98 per cent. Results in standards.

"I am glad also to report great and growing improvement in the character of the reading, especially in regard to modulated expression. Greater attention is being paid, and rightly from the very first, to the proper grouping of words in their natural relations in a sentence, in opposition to the unintelligent staccato style so common; to the due emphasis of words according to their importance; and to the inflection of the voice, in place of the all-prevalent monotone of the past. The last year has seen greater attention than ever before to the practice of this most valuable and most practical of the fine arts. There is no doubt that this is partly owing to an increasing estimate of its importance, and partly to preparation for the improved reading of the New Scotch Code, in which reading has at last been relieved from such extraneous and over-weighting demands as grammar, and placed on its own true level as an independent subject. Reading rising in expressiveness.

"As yet the Code is much too limited and indefinite in its demands in this subject, requiring only 'expression' in the 5th and 6th Standards, a vagueness perhaps at first desirable. But it is surely time that graduated requirements in both matter and expression should be carefully laid down as a guide to teachers and examiners, and a means of raising efficiency. Such a series of reading standards was tentatively given in my Blue Book report for 1874, to which I beg to refer those interested. New Code demands too general.

"It cannot be sufficiently urged that modulated expression should be begun in the infant room, like music, to which it is in many ways intimately related; and you often hear better expression there in both reading and recitation than in the higher classes. One of the most effective means of getting children to inflect the voice is to practice emphasis. This is too little attended to by teachers, though it goes farther towards obtaining expressive modulation than any other single element. The pupils should be regularly questioned regarding the important words in each sentence, being asked for a time to mark them to the eye; and they should be exercised in emphasising these according to their importance to the sense. In doing this they will be compelled to inflect the voice, and by its constant practice they will thus become gradually and insensibly able to modulate to an extent surprising to all that have not tried it. But truly to secure good modulation the voice scale should be carefully exercised, as carefully and regularly as the music scale, from the earliest years. The conquest of the less known scale, which should be easily within the command of every reader, will be materially assisted by the Some methods of securing modulation.

Digitized by Google

better known scale of music, while the two should be much more practised together than they are."

Dr. Smith reports:—

Reading. "I have bestowed much attention on this subject during the past year. In the west of Scotland I do not think the same difficulties are to be met with in the way of eliminating provincialism as in the east and north-east. My experience at the commencement of my professional career in Aberdeenshire led me to the conviction that the correction of the pronunciation of the vowels in that county must be a very laborious process. The intermixture of people from all parts of the country in the mining districts of Lanarkshire does much to do away with the extreme peculiarities of any particular locality, and I apprehend that the large proportion of Irish in my district tends to give vivacity to the temperament which partially reflects itself in speaking and reading. These remarks do not apply to the agricultural parts of my district.

"It appears to me that there is some danger in endeavouring to discriminate too much in regard to the qualities of reading. A dull monotone is of course to be deprecated, but any attempt to specify some dozen or 15 different points to be attended to, in my opinion, leads to a formal and mechanical style of reading, and by causing an unnatural conformity to rules in large measure arbitrary aggravates those very evils which it should be our effort to remove."

Dr. Smith finds that in many schools the good writing in the lower standards is not followed by satisfactory penmanship in the higher; that the tendency is that pupils commence a current hand too soon, and in the upper standards write much too small.

Dr. Smith continues:—

Arithmetic. "As usual the per-centage of failures in arithmetic is heavier in the higher standards, and in reference to these standards it may be remarked that in many cases the problems set in the arithmetic cards are not successfully performed or even attempted. This fact leads me to conclude one of two things, namely, that when these problems are correctly solved in an indifferent school, either the problem is one of a type of such frequent occurrence that it ceases to be a real test of attainment and its solution is purely accidental, or the pupils have actually seen the problem previous to the day of inspection. Though I have used every endeavour to vary the cards and to prevent the retention of them in the memory of the pupil, I am of opinion that in one or two instances, not more, the children were not working the sums for the first time. In particular a problem offers special facilities for being remembered by the pupils.

"I have very often to complain of the slovenly manner in which the sums are set down on paper by the advanced pupils. A little attention to this point would not only facilitate revision, but also leave a more favourable impression of the method and style of the school upon the Inspector."

Mr. Marshall reports:—

Reading. "In the interest of reading as an art, grammar and intelligence are now to be divorced from reading. I am not sure whether the end desired will be thereby accomplished. In the school reading is taught as a *means* and also as an *object* of instruction. As an object of instruction it deserves special but not exclusive attention. We read not for the sake of reading but for the sake of culture. What we want is intelligent and expressive reading to show that the context is grasped and appreciated; and *that* the child cannot do without a full understanding of the author's words and groups. No model reading can make amends for the inability of the child to comprehend, feel, and exhibit the forms and combinations of thought and expression that underlie the words. Practically, reading has not hitherto been treated for its own sake beyond the 3rd Standard. The weight of the class subjects in the fourth forcing attention away therefrom. But, even if grammar and intelligence are divorced from reading, there are other elements that condition its character which cannot be divorced. I refer especially to speaking. Reading is only speaking from a book, and as a child speaks far more than he reads, the quality of his speaking seriously affects the quality of his reading. The children who read best speak best, and those who speak best enjoy the most careful home training and supervision.

Writing. "Writing has the three elements of transcription, orthography, and composition. Transcription is made too often from the printed instead of the written character. Orthography makes severe demands owing to the large vocabulary to be mastered

Digitized by Google

and the lawlessness of English spelling. Perhaps too much stress is laid on dictation as the only means of teaching to spell. It is rather a test."

Mr. Marshall thinks that composition should be commenced earlier; that descriptions or essays would be a better test for Standard V. than the reproduction of a story; that grammar, spelling, and object instruction are not grouped round the composition; and that themes should be developed out of the English instruction on subjects that have a suitable relation to the pupil's mental condition.

Mr. Marshall continues:—

"In the infant group there is a good deal of practice in mental arithmetic, but in the standards it amounts to little. The individual examination can be only on slate and paper, and the teaching is shaped accordingly. In Standards I. and II. there should be regular drill in number, for without mental practice slate arithmetic is very uninteresting. The pass is lowest in the 4th and 5th Standards, being respectively 91 and 83. The grading in the New Code is improved, but there is still no mental arithmetic prescribed for the 1st Standard. As a consequence the knowledge of number shown in a good infant school is much more satisfactory than the slate arithmetic of the 1st Standard, even although it goes nominally up to a thousand. The mental arithmetic in Ardrossan Infant, Ayr Episcopal, Dalry Westend, Kilmarnock Academy, Tarbolton Public Schools is worthy of special mention." Arithmetic.

Mr. Waddell reports:—

"It will be observed that the numbers examined in the standards have risen from 13,699 last year to 14,895 this year. This means little more than that the Grangemouth schools, which last year had not been reached, find a place in this year's statistics. The fact that the per-centage of success has not risen, as I had hoped it might, is explained in great measure by the introduction of the uniform cards as the general test in arithmetic, and more particularly in the arithmetic of the 3rd Standard. In last report I indicated that the want of previous practice in notation below Standard IV. was affecting the results unfavourably at the beginning of the present year. Until latterly that effect has not died away. The per-centage in arithmetic falls as low as 73 in the 3rd Standard; and the four per-centages which represent the action of the new cards are the lowest on my list. No harshness of estimate was employed in the matter. Fifty per cent. of the contents of each card, so far as that could be determined, secured a pass; and the teachers in most cases had a sight of the papers when these were corrected. The results, if I may so speak, came of themselves; nor do I believe they could have been avoided save by postponing the use of the cards for another year, a course which I did not consider to lie within my discretion. Something may also be due to the previous practice of examining Standard III. on slates instead of paper; it will be observed that the dictation of that standard likewise presents a rather unfavourable result. I believe, however, and am thankful to believe it, that in all the standard subjects an upward tendency has begun to appear. Reading has made an appreciable advance in clearness, and writing is upon the whole more careful and uniform." Arithmetic. Reading and writing.

Mr. Harvey reports:—

"Considerable improvement has been effected in reading. I have been gratified to find that a newspaper not before seen has been read with ease by a considerable number of the pupils in the higher standards. In some cases I have accepted as satisfactory the first 80 or 100 pages of a reading book instead of exacting a knowledge of the whole book. Reading.

"Whilst in exceptional circumstances some allowance of this kind must be made, I am convinced that in most cases nothing less than the whole book should be accepted. The 80 pages professed are glibly read, but, if the simpler book used in the earlier part of the year is handed to the scholars, a dull hesitating and incorrect style of reading is prevalent.

"Writing is, as a rule, good throughout the district. This is a subject that has certainly derived benefit from the methodical training inculcated by the Code. I have always insisted on the teachers supplying the pupils with carefully ruled slates, and I have marked scholars a failure in writing if their copybooks were untidy, or if their written work was noticeably slovenly. Writing.

Digitized by Google

"If methodically taught, every scholar should be able to acquire a neat and legible style of writing. In the case of pupils in elementary schools, anything further than this is hardly to be expected."

Reading much improved.

As the result of my own observation on standard subjects, I am glad to report continued improvement in reading, which I ascribe mainly to the use of two sets of reading books, and the practice of reading for the pupil's imitation. It is now comparatively rare to find an average Glasgow school in which fairly successful attempts at the distribution of phrases and natural expression are not made even in the younger classes, while many of the higher read extremely well. By steady attention to natural expression not only is reading as an art improved, but passages, which simple word-naming would leave almost unintelligible to the pupil himself, have light thrown upon them, and become interesting. In this way a taste for reading is created.

Bad habit in writing.

The opinions of my colleagues about writing differ considerably. Some think it is getting better, others that it is getting worse. I have observed one bad habit that is much on the increase. I often see 50 per cent. holding the pen between the thumb and forefinger alone, no aid in respect of facility and power being got from the middle finger. This is not confined to schools, but extends to pupil-teachers and candidates at the July and Christmas examinations. The custom arises from the use of short slate pencils in the earlier stages of school life.

Decrease of fingering in arithmetic.

In arithmetic fingering is not yet extinct, but it is sensibly less, and by continued repression will, I have no doubt, disappear.

Specific Subjects.

Mr. Jolly, in treating of specific subjects, states that the increase all over is 604, every subject having risen except physical geography and mathematics, and that there is in general a rise also in efficiency. He has still to complain of over-presentation in certain Dumbartonshire schools.

"In not a few schools the ancient practice is still rampant of presenting every available pupil in the 4th, 5th, and 6th Standards in two subjects, and every one above the 6th in three; and this, in spite of evident incapacity in the children, failure in the elementary work, the evils of the half-time system, and strong protests in reports. It is still most prevalent in the Vale of Leven and in Kirkintilloch, in which latter I found it in full force even in November last.

Under presentation in specifics.

"In Govan, on the other hand, no pupil is allowed to be presented in any specific subject till he enters the 5th Standard, and even then a careful selection of the best is made, the per-centage of those in specifics to those in the standards being very small—I hold very much smaller than is desirable, but immensely preferable to its abuse in Dumbartonshire.

Discriminating presentation advocated.

"From the first I have not only been favourable to the study of specific subjects in all schools, but have earnestly advocated it as applying to practical work the mere tools of learning, the three R.'s to which our children are too much confined, and as introducing them to the great worlds of literature and science, in which it is to be hoped they will find renovating and elevating pleasure in after life. But these subjects should be taught under the important reservation of presenting only those who have sufficient capacity to profit by them, and whose powers are not exhausted by the common subjects. With such discrimination I recommend their study in the 4th Standard, and even from an earlier period, taught, of course, according to age and ability.

"I am glad to see this opinion endorsed in the New Scotch Code, just coming into force, by offering inducements for graded class instruction in elementary science from the 1st Standard, and of literature from the 3rd. I also recommend, in all possible cases, teaching the specifics studied *to the whole of a class*, the weaker pupils being exercised and allowed to assimilate all they can of this higher food, the stronger only being put forward for examination.

Some causes of over-presentation.

"But this is a radically different position from that of the wholesale compelling of every child of whatever capacity or condition to pass between the examination millstones. For this over-presentation school boards are often to blame, by

Digitized by Google

offering undue inducements in making the poor teacher's emoluments too dependent on these results, in urging it from a mistaken notion of extending education, and in some cases it is to be feared for the sake of monetary gains to themselves and in not checking it even after remonstrance by teacher and inspector."

Dr. Smith refers with approval to the discontinuance of specific subjects in IV., but thinks that a judicious introduction of them in V. and VI. gives greater breadth and intelligence to the ordinary subjects. He says:—

"The main subjects selected in my district are literature and domestic economy. A good deal of Latin and mathematics, mostly well done is also found, but of the vast number of other specific subjects, we have very few specimens. Speaking generally, I approve of this. There is great danger of the natural and physical sciences being taught in a mechanical and unintelligent fashion, while, in the case of Latin and mathematics, we can be sure of having substantial work performed."

I am compelled on the score of space to omit or summarise much of Mr. Marshall's report under this head. He thinks physical geography might with advantage be added to the geography of VI. and ex-VI. in the Fifth Schedule, and mentions with approval the good results that have followed a competitive examination on Shakespeare in some Ayrshire schools. He, as well as some other colleagues, thinks there is no advantage in making domestic economy more obligatory on girls than any other subject, or in dividing it under two heads. He adds:—

"Mathematics is taken up in 30 schools. The presentation is 247 and the pass 199. It is no wonder that this subject receives attention. The algebra fits well into the higher arithmetic, and is of ready application. The geometry, on the other hand, is isolated, and the knowledge it gives is small and is slavishly confined to the rigid demonstration of Euclid's propositions.

"Latin is taken up in 26 schools. The presentation is 202 and the pass 157. In the third year the presentation is 13 and the pass 11. Latin is a valuable training, but, where it is taken up for only one or two years, it will soon be forgotten. The elementary method is not sufficiently adopted, and the scholar is often conducted by ways and means that are above him, and that can hardly be said to influence more than the memory. The same remark applies to the French and German courses. This year Greek and German are represented only in the Kilmarnock Academy by ex-standard pupils who have leisure to go over a fair field of vocabulary and elementary forms."

Mr. Waddell reports:—

"The total presented in these subjects last year was understated through the omission of the Grangemouth schools. With the addition of these the gross total almost reached 6,000. This year the presentations are but little over 5,100. Speaking generally, this reduction is mainly due to the less frequent presence of 4th Standards pupils in the list. This is in every respect proper. No one would object to full presentations in the two highest standards, where the children have—it is to be hoped—fairly mastered the elementary subjects and are approaching an age which fits them to appreciate higher branches. But to crowd forward as competitors pupils who are still only breaking ground in weights and measures, geography, and history, and the greater portion of English grammar, and who are, moreover, little beyond their 10th year, can serve no educational purpose; and I rejoice to see that the New Code prohibits the practice. Although the per-centage of success has not risen it will be observed that in the main the low averages are due to the first stages of the various subjects, that is (as a rule) to the 4th Standard scholars. The chief exception is in literature, where the first stage includes little but repetition. The repetition has improved in a marked degree, while the derivation and essay writing which form part of the higher stages of the subject have, unless I am mistaken, received comparatively scanty attention hitherto in this district. English literature now disappears from the list of specific subjects. So far as composition and derivation are concerned I regret the change."

In my own district I find that in all the specific subjects, except English literature, Latin, Greek, and domestic economy, in which there is a slight decrease, the numbers presented this year are greater than last year. The decrease in English literature, Latin, and domestic

Digitized by Google

Tendency to over-presentation in specific subjects.

economy is doubtless owing to the judicious withholding of Standard IV. pupils from examination in specific subjects. There is a general feeling among my colleagues that this is wise, and that too early dabbling in specific subjects has been, on the whole, injurious. Some pupils at the tender age of 10 may take them up with profit, but to forbid them, as is done in the New Code, is unquestionably the least of two evils. Almost the only subject they could satisfactorily undertaken was the repetition of poetry, and that is still open to them by English being made a class subject. There is a gratifying increase in the number who have taken French and German.

Increase in French and German.

Infant Training.

Mr. Jolly reports:—

Marked improvement in infant training.

"The most marked and most gratifying improvement in this district is that of infant training. During the past two years, and especially the last, the endeavour to extend and raise this portion of the school curriculum deserves high praise; and I look confidently forward to seeing ere long our old Scotch disgrace in neglecting this vital part of the education field wiped out as far as this district is concerned. Every school has done something in this direction, and many have done much towards making it what it ought to be; and most boards deserve my best thanks for their ready provision of the requisite apparatus. The following schools merit honourable mention for what the teachers have already accomplished:—Helensburgh Hermitage Public, Kinning Park Roman Catholic, Bonhill Public, New Kilpatrick Public, Partick Rosevale St. Public, Milngavie Public, and Old Kilpatrick Milton Public. To some of these schools I have invited board members and managers, and all have expressed surprise at what can be thus achieved with young children even under unlikely conditions.

It requires the best talent.

"It cannot be sufficiently realised that no part of school work requires more special tact, resource, intelligence, brightness, kindliness, and professional skill than infant training, for it is *training* far more than mere instructing and teaching that is needed there. The conviction, however, is gradually dawning on those concerned, that the best talent should be selected, and adequately remunerated for this department, which has been too long despised and relegated to the inexperienced and incompetent; and I cheerfully bear testimony to the growing enlightened action of several boards in this direction.

It is prized where it is provided.

"I certainly do not share the opinion often expressed and reiterated in last year's Blue Book, that 'Scotch parents have an objection to very early infant teaching.' They have as yet too seldom had the real article offered them, and it is not surprising that they did not buy. Indeed, their wisdom is to be commended in not sending their infants to be cribbed up in inadequate confined rooms, and compelled to submit to the cruelty of chewing the dry husks of the three R.'s, all that was generally offered them, under distressing stillness and inactivity, so unnatural and hurtful to restless, infantile vivacity. But they are too intelligent, and for that matter too selfish, not to prize and avail themselves of it, where it is offered genuine, as I have always found during an extended experience. But the article must be real; the training must be happy, intelligent, stimulating, varied, and broad, in a word, educative, as it can be and has been made in skilled and kindly hands."

Mr. Marshall is not alone in complaining of the small attendance of infants. He mentions that the Kilmarnock Burgh Board is becoming more conscious of the importance of the infant school; but in the High Street school the average attendance is only 11 per cent., while in the Roman Catholic school it is 32 per cent. of the whole. He mentions London and Darvel schools as among the chief offenders. He would welcome a more systematic course of instruction in objects, form, number, &c.

Mr. Waddell reports:—

"Where infants are few they are naturally treated as a preparatory class to Standard I., and from such a class the elements of reading, writing, and counting are nearly all, perhaps, that can be expected. But where the class is fairly numerous infant work proper should find some place; and when the attendance gives full employment to a member of the staff such work should form no inconsiderable part of the daily instruction. From one cause or another oral collective lessons on

Digitized by Google

number, form, colour, and objects, illustrated by suitable apparatus and calling into play the direct co-operation of the children, have hitherto obtained comparatively little recognition in this district, and the fact is much to be deplored. Even where such lessons are given they are rarely of a suggestive character, or arranged upon any progressive plan. How often we are told that children should have their observing falculties cultivated! Is this adequately done—is it not rather impeded —when a class is simply taught to call out the Greek names for certain shapes and the somewhat arbitrary titles of certain colours, or to declare that some animal has 'two eyes,' 'two ears,' and 'a tail,' and that its body is 'very large and heavy,' whether or not the picture so represents it? Why should not the children learn, by constant practice in comparison, to distinguish between straight and curved lines, like and unlike forms, symmetrical and unsymmetrical figures, not as displayed upon the illustrative diagram alone but when they occur in visible objects? As regards what are called 'objects,' the aim should be to procure pictures of such as are new to the pupils, not such as they see every day, and to select these upon some sound representative principle. In the course of the lessons the characteristic peculiarities of each specimen should be fully dwelt upon, and the pupils should then learn the names of other specimens which conform to the same type. One such group might next be compared and contrasted with another. A two year's course, at the utmost, of such instruction would give the children a very fair classified outline (and the classification is the vital point) of the animal and vegetable world. If infant teachers endeavoured to construct such a scheme of lessons for themselves they would find its attractions growing upon them as they proceeded, and the pupil-teachers would profit by it equally with the children.

Infant training deficient.

"Of Kindergarten work it would be premature to say anything. I am glad, however, to know that it has had its advantages recognised by at least one of the school boards in the district."

Mr. Bathgate points out that in the Glasgow board schools there is scarcely any change in the infant attendance since last year:—

"The infants form 14·8 per cent. of the scholars on the register, 10·3 of the average attendance, and 7·2 of those qualified for presentation. The severity of the weather during last winter is no doubt in part the cause of the stationary position of infant attendance. The board have been making considerable efforts to secure a larger attendance of infants, and in a few cases have formed additional separate infant departments. But the pressure of attendance upon the school accommodation, even in cases where additional school buildings urgently required have been erected, has probably prevented this policy from being systematically carried out.

"The board are alive, moreover, to the importance of improving the quality of infant teaching, by adding to the drill preparatory for the standards exercises calculated to interest the children and to develop their intelligence. With this view they arranged this autumn the laudable enterprise of a course of lectures on the Kindergarten system by an accomplished teacher from London. The course was attended by more than 250 teachers, and, as I can testify from personal attendance, it gave very clear and useful instruction in Kindergarten handiwork, the use of the 'gifts,' and other branches of infant teaching. If the time at the disposal of infant teachers does not allow them to introduce all these subjects, they can easily make a judicious selection.

"It is, however, much to be desired that such lessons to teachers should be supplemented by the actual teaching of a class by the lecturer, and that the lecturer should instruct and criticise each student in the method of handling a class. There can be no doubt that some even of the chief teachers of infant departments are very deficient in the method of giving lessons. Too often the ordinary object lesson, given by active teachers, who could conduct the work of a standard methodically and well, consists of a few disjointed questions and remarks, which might be delivered with almost equal effect by any intelligent person called in from the street. Analysis, method, and a lively manner are alike wanting. Under such a lesson the children remain dull and unmoved. In other cases the lessons are not properly graded to the age and capacity of the children: thus a lesson on sugar, or cotton, perfectly suitable for a 3rd Standard, is given to the infant class with no real effect.

"With a view to develop and improve infant instruction, I beg to suggest:—

"1. That the subjects of instruction should be specified, at least to the extent that is done in Art. 106 (*b*) of the English Code, where the conditions of the merit grant are defined. In the course of two or three consecutive visits I have found little difficulty in getting teachers to draw up a suitable and varied programme; but as the same Inspector does not always visit a school, the definition of the article would set up a standard before teachers.

Suggestions.

Digitized by Google

"2. That a more complete course of training in the methods of infant and Kindergarten schools should be given at the normal colleges.

"3. That a special certificate should be given to teachers that have gone through such a practical course of training and intend to teach in infant schools."

Infant teaching improved.

I heartily endorse the foregoing remarks, and have little to add to what I said last year. I am satisfied that, though much remains to be done, more attention is being successfully paid to infant training. There is more precision and method in the general management, better sustained attention, and more individual answering in gallery lessons. Parts of the Kindergarten system have been introduced into some schools. In others, as in the Glasgow City Girls' School, judiciously chosen poems are recited with great taste. It is difficult, in view of the efforts made by the Glasgow Board, to believe that Scotch parents have not an objection to very early schooling, nor is it quite clear, except in the case of children uncared for at home, that very early attendance is all gain. In England, where there is much more infant schooling, it does not, as I showed in my last report, result in a larger amount of suitable presentation in the standards, but the reverse. But if the result should be that most children would pass Standard V. at 11 years of age, and so be exempted from further attendance, it must not be left out of account that during the two years that must elapse before they reach the age of 13 they will be entirely beyond the control of the school board—a very undesirable result in the case of careless parents.

Class Subjects.

Mr. Marshall reports:—

"The grant under 19 C. 1 was earned by 116 schools, although in one or two it was not strictly earned on the score of intelligence.

Grammar and intelligence.

"The tendency, in examining on grammar and intelligence, to lay stress on the intelligence seems to me very natural and proper. The mere pointing our of nouns, verbs, and adjectives is a very mechanical exercise, and involves little thought. On the other hand, the ability to explain individual notions, and more especially phrases and sentences, is a much higher exercise, and presupposes regular and careful training.

History and geography.

"The history and geography grant was gained by 110 schools. Nearly always the failures are in geography. Geography tries the method of a teacher, and, if he does not know how to apply the elementary method, he will often produce but poor work. The scholars seldom fail from a want of knowledge, such as it is; the shortcoming arises from ill-digested or heterogeneous knowledge which the scholar has committed to memory but is unable to apply. Geography is a wider subject than history, and much more difficult to make intelligent and interesting. Not a few see nothing in geography but names, heights, and distances—just as they see nothing in history but dates and battles. Most Inspectors feel that the Scotch history, as commonly retailed, is worthless as a training and fails to give out the great facts. A selection of great facts and persons extending over *the whole history* would in every way be better. The English history (1603–1820) has always been attractive to the scholars, and although the main ideas gathered from the study of the period—such as absolute power—are few in number, still the advantage gained is considerable, and would be greater if the biographical element were more introduced. Too great importance is attached to reigns, as though they formed the character of the periods."

History.

Mr. Waddell reports:—

"The chief point calling for remark in regard to the class subjects is that in a large proportion of cases the grant for each group has been recommended with hesitation and with a warning. It has but rarely been withdrawn, but in some schools the warning has been twice repeated. The weakness does not lie so much in the want of answers as in their limitation to a minority of the pupils. This seems to show that the instruction is not pushed far enough to leaven the whole body of scholars, but that an arrestment of effort supervenes, sometimes perhaps insensibly, so soon as the clever members of the class give fair evidence of progress. But I

Digitized by Google

think that two other causes are also at work in producing this state of suspended efficiency :

"1. The habit of examining the pupils during the year by means of the printed questions at the ends of the lessons, and by the vocabulary meanings of the hard words, or of such words as the editor may consider hard. This, of course, puts both teacher and scholars at the feet of each compiler, and reduces what the Code calls 'intelligence' to a branch of rote-work. 'Verbum reddere verbo' is the blight under which the class withers. Faulty methods.

"2. The practice of surrounding a question with a group of hints and suggestions which point more or less clearly to the answer desired. This weakness, so habitual as to be often involuntary, arises naturally from the very functions which a teacher has to discharge; but none the less does it keep him in constant ignorance of the actual progress made by a class.

"I cannot but think that training colleges have a serious responsibility in this matter of oral examination. How long will it be before 'trained teachers' acquire sounder methods in so important a part of their duties? Will they always be satisfied to let their pupils lean upon a crutch throughout the year, and to refer the lameness of their appearance under examination to the Inspector's want of skill or of sympathy in removing that support?"

My own experience is that intelligent explanation of the reading lesson receives generally satisfactory attention. There are now few schools in this district in which the teacher thinks, as many used to do, that enough is done for intelligence when the pupil can reproduce the dictionary meanings appended to the lesson. In an increasing number of cases, especially in the higher standards, the answers are given in the form of complete sentences, a practice which should be commenced as early as possible. Grammar also is seldom confined to the bare requirements in II., III., and IV. All are agreed that in this subject the New Code has greatly improved on the old.

In geography and history the ground is, in by far the majority of cases, faithfully covered; but here and there the geography is too much an unrelieved list of names, and the history a dry catalogue of facts, without sufficient connexion to make the subject interesting or the knowledge permanent. It has, however, seldom been necessary to refuse the grant. The requirements in the New Code will, I have no doubt, make the subject more useful and interesting.

Organisation and Discipline.

Dr. Smith finds it extremely difficult to prevent copying during examination unless the children are removed at a considerable distance from each other. He regrets also that drill, which is very well taught in large parishes that can afford to pay for a drill master, is not utilised during school hours in class movements.

Mr. Marshall, in treating of organisation as consisting of two divisions, one the pupils under III. not individually examined, and the other the higher standards, suggests that—

"A graduated gross payment in the higher standards, like that in I. and II., would be a very great improvement. It would destroy the clamour of over-pressure, give unity of instruction, foster grouping, and allow the whole school to be judged by one scale. I am not sure whether the organisation of the school into two divisions will satisfy practical wants. An organisation that suits an undivided school, with average attendance under 60, does not suit a school where every standard has a teacher to itself."

Mr. Marshall continues :—

"Thirty-one schools received the higher mark, 85 the lower mark, and six are classed as moderate. The per-centage of schools that earn the higher grant is smaller than in other districts, and is probably to be accounted for by the fact that organisation has always been made a factor, and the grant never recommended for discipline alone. In my last report I pointed out that organisation conditioned discipline, viz., that where there were not departments for every 60–80 scholars, Discipline.

Digitized by Google

the school habits would be impaired. It sometimes happens that in a large school the discipline in one or two sections is not effective; but nothing can be done save to warn, for it would be unfair—except in the case of gross copying or prompting—to punish all for the sake of one or two. Again, an infant department may be excellent, and the senior department may deserve no higher category than good, yet, if the infant school is not an independent form, the school will be slumped under the lower rate. Some teachers complain that they do not know on what principle the different scales of payment are fixed. The Code (Art. 19*a*) has defined the character of discipline so fully that there can be no question as to the marks which determine the scales of payment. Some teachers, however, think that the minimum of noise means the maximum of training. Others regard morning greetings and curtseyings as the best signs of good behaviour and effective schooling. Others, again, who have scholars of the middle class, wonder how colliery schools can show superior training, as the miner's home affects the manners so little and brings no polish. It will be admitted that the higher mark is only relative. What is excellent in a colliery or half-time school will not be excellent in a higher primary school, and, in like manner, the purely rural school must in this relation be measured differently from a town school. Still, I doubt whether the Inspector's judgment of discipline or of instruction is the more varied. Some Inspectors lay stress on one element of discipline—such as proper school movements; others, again, prefer to make the inner qualities of attention and interest in the school work the condition of the higher mark. It seems better, however, to insist on all the elements being more or less given, viz., trained school habits, methodical school work, and regular school drill. Under these heads I may mention, as worthy of note, proper selection, grading, and regulation of the object matter to be taught; promptness, obedience, and spirit in the scholars; full and distinct answering, uniformity and style of the written work, and the graceful bearing and manners of the scholars."

Different estimates of discipline.

Mr. Waddell reports:—

"The number of departments which received the higher grant under this head last year was 60 from a total of 126; this year it is 61 from a total of 129. On neither occasion was the grant withheld from any school. I cannot regard this as other than a liberal interpretation of my instructions. It seems probable, to say the least, that within the number of those teachers who received the higher award a considerably smaller proportion might be found who were decidedly more entitled than the remainder to obtain it. And surely it was for that smaller number that the grant was designed. When I acted in Edinburgh the schools on which I reported were changed from year to year, yet the per-centage which appeared in the higher grade never exceeded 35. This was a much more healthy state of matters, as being one with which the best teachers had better reason to be satisfied. At the same time two admissions must be made:—

"1. The general one, that where a grant is altered in value *per saltum*, and not advanced by a sliding scale, those schools which approximate closely to the dividing line on either side, and which consequently oscillate from one side of it to the other, have some title to complain.

"2. The particular one, that in nearly all schools in this district the order has made a distinct advance since I first knew it.

"There is some difficulty in determining what precisely should be included under the head of organisation. I have always considered registration to fall within its limits, and have acted accordingly."

Mr. Harvey reports:—

"In one or two cases I have recommended a grant for discipline with hesitation, but, as a rule, the scholars are orderly and well behaved on the day of inspection.

"Under the present *régime* of school boards absolutely bad discipline is almost impossible. There seems to be little doubt that normal-trained teachers, as a rule, maintain discipline (at least in external matters) better than teachers who have not had the benefit of a normal training.

"The discipline of a school reflects the character of the teacher. If he is slovenly and unmethodical, the scholars will also be slovenly and unmethodical, if he is earnest and honest in his work, the scholars will also give evidence of the same qualities.

"Now, in judging of discipline and tone, an Inspector must largely depend on the quality of the work presented to him. Is he justified in so doing? A qualified answer can only be given to this question. He is not justified in giving the highest grant for discipline, if the scholars are restless and noisy, even although the quality of the work is excellent. Again, the order may be excellent, and the behaviour of the children all that could be desired, and yet if the work were poor the highest grant would be withheld.

Digitized by Google

"On a first inspection of a school only the salient points of the discipline can be noted, and one often finds first impressions of a school modified after three or four visits in successive years."

I regret to record considerable diversity in the assessing of the organisation and discipline grant, which ranges from 25 to 73 per cent. While I think there is a tendency to give the higher grant too freely, and that it should indicate distinctly superior merit, I am inclined to regard an award of 25 per cent. in a district not specially rural or outlying as being somewhat severe, and as probably indicating that greater importance is attached to certain points than is intended. I daresay the explanation is to be found in the different views taken of what is included in organisation or in regarding *excellent* as equivalent to *perfect*. Where the organisation is defective to the extent of having three or four teachers in one room, and so causing a serious waste of teaching power and an undue strain on the teacher's health, the higher grant should not be recommended, because the remedy is imperative, and within the power of the board or managers. But if the work can be, and is, carried on without serious inconvenience, and if discipline is thoroughly maintained, it is, perhaps, hard to refuse the higher grant because the whole arrangements do not square with a hard and fast theory. In such cases it is necessary to exercise a wise discretion.

Diversity of judgment.

Causes.

In common with many of my colleagues I have had the inconvenience and waste in connexion with large rooms painfully forced on my attention. I have a conviction, which is yearly getting stronger, that in order to the production of the best work two teachers should not be employed in the same room. Where two oral lessons are being given at the same time there can be no doubt that serious waste of strength and teaching power is the result. But even where discipline is as good as possible, and where silent work in the one end dovetails into oral work in the other, the instruction suffers from the distraction of another class and another teacher being in the immediate neighbourhood. In the examination, and consequently in the teaching, of classes so placed one feels that much effort goes fruitlessly into the air, and on passing into another room seated for 60 or 80 it is impossible not to feel under what vastly more favourable conditions the work is being carried on. It is true that the system of pupil-teachers and their supervision and training seem to contemplate the existence of large rooms; but the noise and distraction could be avoided and efficient supervision secured by having movable partitions, the closing or opening of which as occasion required would enable the teacher to gain the undivided attention of his class when necessary, and at the same time give sufficient opportunity of training the pupil-teachers in good methods. Many of the large rooms in Glasgow schools have been divided in this way. Others await the same treatment.

Large rooms undesirable.

Singing.

Mr. Marshall reports:—

"Singing is taught in all the schools save Riccarton. Generally the sol-fa system obtains. Too much time is given to the songs, and the practice of the intervals and phrases does not seem to receive much attention. Except in departmental schools, there are only two grades, and the numbers taught are generally too large for the cultivation of the finer shades of tone. In few schools are there special teachers, and generally the assistant takes up the subject; but as only one hour a week is given to it, it is clear that singing is not yet on its proper footing."

With the exception of six small schools in Mull, one in Bute, and one in Lanarkshire, singing is taught in all the schools in my district. In

Almost universally taught.

Digitized by Google

the majority of Glasgow schools it is exceedingly well taught. Singing at sight and ear tests are regularly and successfully practised. Of the 1,067 departments in the division there are only 51 that have no singing, and of these more than half are in the outlying portions of Argyllshire.

Sewing.

Mr. Waddell reports:—

"Formerly I was in the habit of looking at the sewing specimens as they lay arranged in a class-room of the school; and, viewed in this way, the collection had a satisfactory and sometimes even an imposing effect. But since I began to examine each piece in the hands of the pupil who sewed it my ideas upon the subject have undergone some change. When even the most liberal collection comes to be distributed among the girls of the various classes it is surprising to find how many individuals are unprovided with specimens, and when each article is thus drawn from its unnoticed place upon the tables it is curious to observe how frequently it fails in some respect to stand examination. I have found cases in which girls professed to have sewed what was obviously machine work, cases where handkerchiefs were 'run' instead of being hemmed, and cases where tapes could be removed without difficulty. Yet it would be wrong to say this without also declaring that much of the industrial work was, so far as I could form a judgment, of an exceedingly meritorious character. What is most wanted seems to be, as the late directress of needlework frequently pointed out, instruction in principles by means of suitable apparatus for demonstrations, instead of premature attempts at making complete garments. In a few parishes lady members of boards, or visitors, taking a special interest in the work with the best results."

Sewing varies much in quality.

The attainments in needlework vary much in merit. In most of the large schools it is satisfactory, and in many of them almost as good as possible. Simultaneous teaching is on the increase, and is found to be a great aid to individual work, but not a complete substitute for it. To satisfy the demands of the Third Schedule is not regarded with feelings of despair. In some of the rural schools the work is less satisfactory, but on the whole an honest attempt is made to meet the requirements. The time given to it in most of the Roman Catholic schools has hitherto been too short. This is to be remedied.

Training of Teachers and Pupil-Teachers.

Mr. Marshall reports:—

"There are 163 pupil-teachers in the district. 73 were classed as good, 87 as fair, and three failed to earn any grant. Girls form a high per-centage of the whole number. The pupil-teacher curriculum often, however, tries girls sorely. Bad air, long hours, loud speaking, long standing, and night study are not easily borne at a critical age, and the majority of girls seem to feel the strain. A day's work and a night's study are incomparable, and this is the reason why the acquirements of pupil-teachers is generally moderate."

Mr. Waddell reports:—

Want of practical skill.

"Excluding candidates, but including a few invalids, the number of pupil-teachers in the district is 116. Of these, eight failed to earn any grant for proficiency, while those who received the higher grant were 39, or almost exactly one third of the whole. Those examined in their fourth year numbered 24, of whom 19 were recommended for provisional certificates, six with hesitation, and of those thus recommended five got the higher grant for merit. This grant is understood to be equivalent to a first class at the admission examination; but of the above five only two girls appear in the first class, and that pretty far down on the list. One other, a boy, who fell slightly below the higher merit grant, got a place in the first class, but was also far from the top. The remaining competitors were scattered over the list in positions which need not be dwelt upon. One of the least satisfactory features in the work of these young people is their frequent want of practical skill, even in the final year of their service. A fair proportion of them can question a class upon some subject with which the pupils are familiar; but it is generally quite beyond their power to convey fresh information in a connected and interesting manner."

Digitized by Google

Mr. Bathgate reports:—

"Defective knowledge of method is not confined to infant schools. It is too common in other departments of school work, especially in the teaching of class subjects. The weak manner in which these subjects are handled by the average pupil-teacher is so obvious that, from the educational point of view, it would be very desirable to limit the employment of pupil-teachers to the number strictly requisite for recruiting the teaching profession, and to cases where the numbers to be taught are too small to employ a certificated teacher. Moreover, ex-pupil-teachers and other uncertificated assistants have frequently the entire charge of large classes, and there has been of late, especially in Roman Catholic schools, an unfortunate tendency to substitute this type of teacher, or, at best, a certificated but untrained teacher, for a fully trained and certificated teacher. Pupil and untrained teachers.

"The time at the disposal of the Inspector is so much occupied with individual examination that it unfortunately does not allow him to investigate as fully as is desirable the methods of teaching the standard subjects; but the results of such teaching speak for themselves, and are, on the whole, favourable. He has, however, abundant opportunities of hearing and seeing how the class subjects of reading lessons, geography, and history are handled by pupil-teachers, ex-pupil-teachers, and probationers who have not passed through a normal college. Such lessons require a firmer mental grasp and more method than the more mechanical work of the standards. A large proportion of these lessons given by untrained assistants are extremely unsatisfactory. The Inspector may give hints and advice, but these can never supply the place of a thorough training in method. A weak race of pupil-teachers, trained, or neglected, under an equally weak race of teachers, may indeed ultimately obtain certificates, but the work they do will not be the best possible, but the worst tolerable, and it will frequently reach a point that is intolerable. I admit that there are striking exceptions, and that in some of the larger board schools even the pupil-teachers do wonderfully good work, but the general arrangement of a system should contemplate the rule and not the exception.

"There is at present in some quarters a movement to supersede the training of a normal college by some course of general study such as is obtained at a university, combined with a slight and indefinite amount of practical training. A more fatal and retrograde step could not, in my opinion, be taken. What we want is not less normal training, but more of it, and no amount of general culture can make up for the want of this discipline. A university course may very usefully, as at present, be added to the normal course in the case of the *élite* of the students. But the average normal trained teacher shows a great superiority over the untrained ex-pupil-teacher on the one hand, and over the person of presumed general culture on the other. Some of the best teachers that I have seen have been persons of very slight general culture, but careful students of method, and some of the worst have been university graduates. In his recent report upon foreign schools Matthew Arnold states that while British schools enjoy many advantages they produce, comparatively, rather disappointing results, owing to the want of thorough training in their teachers. If it were possible to secure more time for training in method during the normal course, either by raising the standard of attainment on entrance, or by extending the length of the course, the greatest stimulus would be given to instruction in the public schools. If, on the other hand, the untrained teacher is to be gradually substituted for the trained, and the rule of thumb, the light of nature, or a slight general culture, is to take the place of a thorough training in method, we shall witness a deterioration in education which no code or system of inspection can arrest." More, not less, normal school training required.

Among those acquainted with the work of the ordinary school there are probably not two opinions about Mr. Bathgate's contention. The normal school cannot be dispensed with. The scope of its teaching may be widened, and there may with advantage be added to it the culture of university classes, but no feasible suggestion has been made of any other means of securing what is absolutely essential, viz., good method and practical skill in the actual handling of classes. Training colleges imperative.

Mr. Marshall in common with some other colleagues thinks that the curriculum of pupil-teachers should be widened, and in view of this that their hours of teaching should be shortened; that French should be obligatory on girls as Latin is on boys; that the minimum age for commencement of apprenticeship should be 15, and the maximum length of service three instead of four years. Some of these changes will probably Suggestions about pupil-teachers.

Digitized by Google

be introduced by your Lordships, and others are worthy of consideration. He also joins in the complaint for which there is too good ground, viz., that the pupil-teacher is often left to follow his own devices, instead of being trained in good methods. It is unquestionable that this training in method is the key of the position. Pupil-teachers judiciously chosen and carefully trained do very good work. If either of these conditions is not satisfied, it is not too much to say that they are worse than useless. They are entrusted with work which they either do badly or not at all, and which, if they were not there, the teacher would do for himself. There is, perhaps, nothing that comes under the notice of an Inspector in which there is such a wide range of merit as between the best and worst pupil-teacher.

Insufficient superintendence of pupil-teachers.

Gratuity too freely given.

There is apparent and, perhaps, real evidence of a tendency to recommend the higher gratuity to pupil-teachers too freely. That a considerable proportion of pupil-teachers who, at the examination at the end of the fourth year, are awarded the highest gratuity should absolutely fail at the July examination is an unexpected and unsatisfactory result. Some explanation is, perhaps, to be found in the fact that in July they are tested by a long examination on the whole of their four years' course, while, at the previous annual examination, a much smaller and more definite area is covered. It is quite possible that the latter may be mastered sufficiently to earn the mark *good*, while in the wider field of the July examination a considerably lower level may be reached. In view of the serious drain made upon pupil-teachers' time by their work in school, it is not surprising that some of them should fail to bring all the details of history, geography, mathematics, &c. of the previous four years into exact focus for one examination. The discrepancy between the two results would be diminished if the higher gratuity were given only to those who reach the mark *very good* or *excellent*, and the lower to those who are at least above *fair*.

Probable explanation.

Preparatory classes.

The Glasgow Board have established preparatory classes for pupil-teachers in their last year, in which between March and July they are taken over the whole of their previous course, and for a month before the July examination are relieved of all school work. The plan has much to recommend it, and probably accounts for the fact that out of the 43 who failed in July (27 of whom had got the higher gratuity) only five were from Glasgow schools, and only one of these five had got the higher gratuity.

Attendance.

Mr. Waddell reports:—

"I am not aware of any sensible advance in school attendance, or of any new methods in securing it. The following figures may be of interest:—

1.	The pupils on the rolls were	25,051	deficit
2.	„ in school on the day of inspection	21,592	3,459
3.	„ in average attendance	19,007	6,044
4.	„ qualified by attendance	19,299	5,752
5.	„ on the schedules (including all classes)	18,824	6,227
6.	„ examined (including all classes)	18,099	6,952

"Adopting the methods of the Blue Book (p. xv) the estimated school-going population of this district should amount to 29,500. Of this total those on school rolls are, it will be seen, 25,051; and those examined, including infants, standard, and ex-standard pupils, are but 18,100, or 61·3 per cent. The per-centage for all Scotland, reached by the same method of calculation, is 59·8."

Mr. Harvey reports:—

Attendance very irregular in rural districts.

"There is no material change in the circumstances of the district since last year. I pointedly called the attention of the school boards to the excessive irregularity of

Digitized by Google

the attendance in many of the rural parishes; but, while some honest efforts have been made to enforce the compulsory clause, the attendance was actually worse last year than the year before. Stormy weather, epidemics, and poverty (through want of work) are chiefly to blame for this falling off. One parish has followed the example of the London School Board in the rigorous exaction of fees. The result has naturally been that some children have been withdrawn from school, and are receiving no education whatever. Rigorous enforcement of the compulsory Act, and, in cases of poverty, assistance from the parochial boards, must necessarily accompany forced exaction of fees. As rural school boards appear to be incapable of a strenuous course of action in compelling attendance it seems likely that they will require to have recourse to the old lax system in regard to the payment of fees. Regular attendance (enforced by compulsion if necessary) is essential for the satisfactory working of a Code-regulated scheme of education. Some good might be done by the enlargement of school board areas, and by the adoption of a graduated scale of annual grants according to the regularity or irregularity of the attendance."

General Observations.

Mr. Harvey remarks:—

"Compulsory education has been long enough in force now to have had an effect in raising the tone of the poorer and more neglected classes. Has it done so? The answers to this question are somewhat conflicting. Results of compulsory education.

"A beneficial effect has certainly been produced on the children of the criminal classes, as statistics prove that crime has decreased since these children have been compelled to attend school. Are servants and artisans more careful and dexterous in their work than formerly? A direct negative would be the answer given by many to this question, and it must be confessed that we have no reliable data to go on in deciding this point. It is somewhat disappointing to find that after leaving school many of the working classes never open a book, and only on the very rarest occasions attempt the composition of a letter. In fact, if examined a few years after having forced their way through the narrow pass of Standard V., they would be found to be almost totally ignorant of arithmetic and very rusty in writing and spelling. In reading they would most likely make a better appearance. The exigencies of daily life compel them to keep up this art to a certain extent; but if they do not even read the newspapers, their vocabulary, and at the same time their powers of thought, must become sadly contracted. So far as general (not special) intelligence goes a taste for reading instructive books is absolutely indispensable, and, while many never acquire this taste, there are signs that a gradually increasing number of all classes read and master books that require some previous training and some effort to understand."

Mr. Waddell reports:—

"Once more, I regret to say, this district stands lowest in the division so far as per-centages of success are concerned. I have offered some slight explanations upon certain points, and might add others, but it is needless. I do not seek to have the undoubted fact pushed out of view by any form of statistical strategy. If I am culpable in the matter I have no wish to shun the criticism which my action may bring upon me. But in all sincerity I believe that I am not culpable. If it be permitted to assume that, in the interests of thoroughness, and of what I may call the minor morals of school keeping, honest, vigilant, scrupulous methods of examination are proper, then I do not hesitate to say that the results were inevitable. That they will improve I feel confident. In the meantime I will venture to declare that, in spite of the low per-centages—may I not, perhaps, say partly because of them?—the educational condition of the district is, at the present moment, more satisfactory in every branch than it has been at any period during the last half dozen years."

Evening schools.

The new regulations about evening schools forbidding the presentation of pupils below the 3rd Standard have caused the discontinuance of one or two small schools, but the attendance in the Glasgow board schools is 70 greater than last year. All but five have, in addition to standard work, taken up class subjects, and several have taken up specific subjects. A large amount of scientific and commercial instruction is given in the science and art and technological classes. The subjects taught to upwards of 2,500 pupils are advanced mathematics,

Digitized by Google

electricity, art (including drawing, modelling, and designing), chemistry, physiology, building and machine construction, applied mechanics, steam, botany, and physiography. In connexion with the City and Guilds of London Institute there are two small classes in carpentry and mechanical engineering.

Cookery.

With regard to cookery, which is taught to much the same extent as last year, there is a general feeling on the part of board and teachers that girls in IV., whose age is often 10, and in comparatively few cases more than 11, are not old enough to profit by the instruction sufficiently to make up for their withdrawal from standard work. It is also right to mention that the arrangements connected with cooking centres, which are sometimes a considerable distance from the various schools, are not carried out without friction.

Duties of headmasters.

Almost all the schools under the Glasgow Board are large, many of them very large. The time of the head masters of such schools is very valuable and should be profitably employed. There are, perhaps, one or two points in which improvement in the management is desirable and possible.

(1.) That the whole school be informed that the head master cannot see parents except at certain specified times, and that instructions be given to the janitor to admit no parent, except for the enrolment of pupils, at any other time.

(2.) A considerable drain is made on the head master's time in connexion with registration and statistics, which, though important, demand no higher quality than mechanical accuracy. This might be entrusted to one of the junior teachers, or after a little training to the senior pupil-teachers in rotation, to whom it would be a useful exercise. The time thus set free could be employed by the head master in strengthening known weak points anywhere throughout the school, testing progress, showing good methods to the pupil-teachers, or doing some definite portion of the higher teaching for which he is presumably most competent. In a very large school the head master cannot undertake the whole work of any class without neglecting the important duty of supervision; but in even the largest of Glasgow schools a certain amount of teaching is quite compatible with efficient supervision. In the majority of cases this combination of duties is satisfactorily carried out, but not in all. When the head master informs me, as he sometimes does, that his special work is Standard III., I naturally expect him to give me some explanation of such an unexpected arrangement.

Suggestions for large schools.

(3.) It has also occurred to me that it would be advantageous if the supervision were divided between the head master and (where there is one) the second master, the latter being of course responsible to the former, as a lieutenant is to his captain. This again would give the head master more time for the exercise of the professional skill in virtue of which he has risen to his important position, and which it is desirable to utilise.

New Code.

All my colleagues approve generally of the changes in the Code and are prepared to approach it in a proper spirit. In dealing with it, Inspectors and teachers alike must for a time feel their way cautiously. The changes are not without alarm for some teachers, but I believe the alarm will prove groundless. No one can doubt that the principle of graded payments according to varying degrees of merit is thoroughly sound. It no doubt throws on the Inspector greater responsibility, and involves the exercise of greater discretion. It is not too much to hope

Digitized by Google

that he will feel that his discretion must increase with his responsibility. It is, perhaps, too much to hope that in this, any more than in other matters in which keen personal interests are involved, all will be satisfied.

I am glad to be able to repeat what I said last year of the fidelity and efficiency of the great majority of the teachers in my district, and of the hearty and harmonious co-operation of my colleagues and assistants.

I have the honour to be, &c.

JOHN KERR.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

Digitized by Google

Dr. KERR'S DISTRICT.

I.—Results of Standard Work.

Standard.	Number examined.	Percentage of the whole.	Passed in			Total. Passes.	Pass per Cent. in			Total Pass per Cent.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	12,419	22·4	12,140	12,300	12,066	36,506	97·7	99·	97·1	97·9
II.	11,796	21·2	11,662	11,553	11,545	34,760	98·9	97·9	97·9	98·3
III.	11,118	20·	10,955	10,575	10,295	31,825	98·5	95·1	92·7	95·4
IV.	9,925	17·9	9,249	9,406	8,624	27,279	93·2	94·8	87·9	91·6
V.	7,455	13·4	6,833	7,006	6,423	20,262	91·7	93·9	86·2	90·6
VI.	2,842	5·1	2,724	2,722	2,388	7,834	95·8	95·8	84·	91·9
Totals -	55,555	100·	53,563	53,562	51,341	158,466	96·4	96·4	92·4	95·8

II.—Specific Subjects.

Number.	Subject.	Number of Schools in which taught.	Presented in			Passed in			Total presented.	Total passed.	Per-centage passed.
			Stage I.	Stage II.	Stage III.	Stage I.	Stage II.	Stage III.			
1	Mathematics - -	58	454	101	25	407	97	21	580	525	90·
2	English Literature -	116	4,867	3,091	1,110	3,936	2,507	981	9,068	7,424	81·7
3	Latin - - -	43	487	296	126	407	242	91	909	740	81·5
4	Greek - - -	7	22	17	7	22	16	7	46	45	98·
5	French - - -	47	628	265	99	479	209	87	992	775	78·1
6	German - - -	7	135	29	9	124	29	8	173	161	93·
7	Mechanics - -	2	5	—	—	4	—	—	5	4	80·
8	Chemistry - -	2	117	93	56	112	91	51	266	254	95·4
9	Animal Physiology -	31	776	482	170	669	406	155	1,428	1,230	86·1
10	Light and Heat - -	1	50	18	10	32	17	10	78	59	75·6
11	Magnetism - -	12	189	190	21	130	159	29	400	309	77·2
12	Physical Geography -	72	1,428	1,291	494	1,119	976	382	3,213	2,477	77·
13	Botany - - -	4	41	10	3	40	10	3	54	53	98·1
14	Agriculture - -	—	—	—	—	—	—	—	—	—	—
15	Domestic Economy—										
	Branch I. -	110	1973	1,543	868	1,585	1,332	781	4,384	3,698	84·3
	Branch II. -		1973	1,543	868	1,289	1,024	729	4,384	3,042	69·6
	Totals - - -	512	13,145	8,969	3,866	10,355	7,115	3,326	25,980	20,796	80·

Digitized by Google

Mr. JOLLY'S DISTRICT.

Standard Subjects.

Standard.	Number examined.	Per-centage of whole.	Passed in			Total Number of Passes.	Per-centage of Passes in			Total Per-centage.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	4,367	21·6	4,190	4,285	4,060	12,535	95·9	98·1	93·	95·7
II.	4,213	20·9	4,104	3,915	3,880	11,899	97·4	92·9	92·1	94·1
III.	4,060	20·1	4,006	3,822	3,776	11,604	98·7	94·1	93·	95·3
IV.	3,547	17·6	3,030	3,129	3,037	9,196	85·5	88·2	85·6	86·4
V.	2,741	13·6	2,317	2,476	2,262	7,055	84·5	90·	82·6	85·8
VI.	1,249	6·2	1,060	1,174	974	3,208	84·9	94·	78·	85·6
Totals -	20,177	100·	18,707	18,801	17,989	55,497	92·7	93·1	89·1	91·6

Specific Subjects.

Number.	Name of Subject.	Number of Schools in which taught.	Presented in			Passed in			Total presented.	Total passed.	Per-centage passed.
			Stage I.	Stage II.	Stage III.	Stage I.	Stage II.	Stage III.			
1	Mathematics - -	27	154	63	5	131	55	5	222	191	86·
2	English Literature -	53	2,134	1,198	503	1,810	937	431	3,835	3,178	82·8
3	Latin - - -	31	416	203	71	333	151	64	690	548	79·4
4	Greek - - -	7	20	8	3	20	8	3	31	31	100·
5	French - - -	25	588	219	39	507	187	35	846	729	86·2
6	German - - -	5	85	10	2	81	8	2	97	91	93·8
7	Mechanics - -	1	7	—	—	7	—	—	7	7	100·
8	Chemistry - -	—	—	—	—	—	—	—	—	—	—
9	Animal Physiology -	19	350	285	140	248	244	117	775	609	78·6
10	Light and Heat - -	—	—	—	—	—	—	—	—	—	—
11	Magnetism and Electricity - - -	—	—	—	—	—	—	—	—	—	—
12	Physical Geography -	22	288	201	168	198	166	134	657	498	75·8
13	Botany - - -	2	42	9	5	41	9	5	56	55	98·2
14	Agriculture - -	1	4	1	—	3	1	—	5	4	80·
15	Domestic Economy—										
	Branch I. -	52	790	516	482	653	463	396	1788	1,512	84·5
	Branch II. -					620	391	379		1,390	77·7
	Totals - - -	58	4,878	2,713	1,418	4015·5	2,193	1183·5	9,009	7,392	82·

Digitized by Google

Dr. SMITH'S DISTRICT.

I.—Standard Subjects.

Standard.	Number examined.	Percentage of the whole.	Passed in			Total Passes.	Passed per Cent. in			Total Pass per Cent.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	5,558	21·	5,366	5,519	5,258	16,143	96·5	99·3	94·6	96·8
II.	5,181	19·6	5,074	4,835	4,948	14,857	97·9	93·3	95·5	95·6
III.	5,289	20·	5,188	4,958	4,676	14,822	98·1	93·7	88·4	93·4
IV.	4,890	18·5	4,450	4,367	4,081	12,898	91·	89·3	83·5	87·9
V.	4,058	15·4	3,455	3,525	3,262	10,242	85·1	86·9	80·4	84·1
VI.	1,438	5·4	1,297	1,330	1,130	3,757	90·2	92·5	78·6	87·1
Totals -	26,414	100·	25,830	24,534	23,355	73,719	97·7	92·8	88·4	93·

II.—Specific Subjects.

Number.	Subject.	Schools in which taught.	Presented in			Passed in			Total presented.	Total passed.	Per-centage passed.
			Stage I.	Stage II.	Stage III.	Stage I.	Stage II.	Stage III.			
1	Mathematics - -	55	255	74	13	241	67	13	342	321	93·85
2	English Literature -	103	2,750	1,282	456	2,299	1,066	415	4,488	2,780	61·94
3	Latin - - -	59	458	182	78	362	164	75	718	601	83·7
4	Greek - - -	9	14	5	—	14	5	—	19	19	100·
5	French - - -	47	222	92	13	211	91	13	327	315	96·33
6	German - - -	3	3	4	2	3	4	2	9	9	100·
7	Mechanics - -	0	—	—	—	—	—	—	—	—	--
8	Chemistry - -	0	—	—	—	—	—	—	—	—	—
9	Animal Physiology -	5	48	—	—	42	—	—	48	42	87·5
10	Light and Heat - -	0	—	—	—	—	—	—	—	—	—
11	Magnetism and Electricity - - -	3	31	15	3	26	9	3	49	38	77·55
12	Physical Geography -	16	105	20	—	90	16	—	125	106	84·8
13	Botany - - -	1	10	—	—	9	—	—	10	9	90·
14	Agriculture - -	7	63	30	4	59	28	4	97	91	93·81
15	Domestic Economy—										
	Branch I. -	94	721	635	657	665	603	604	2013	1872	88·47
	Branch II. -					594	549	547		1690	
	Total - - -	—	4,680	2,339	1,226	4,615	2,602	1,676	8,245	6,112	74·12

Digitized by Google

Mr. MARSHALL'S DISTRICT.

I.—Standard Subjects.

Standard.	Number examined.	Per-centage of the whole.	Passed in			Total Number of Passes.	Per-centage of Passes in			Total Per-centage.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	3,720	19·84	3,675	3,708	3,571	10,954	98·7	99·6	95·9	98·1
II.	3,963	21·13	3,925	3,753	3,809	11,487	99·	94·7	96·1	96·6
III.	3,791	20·21	3,760	3,392	3,418	10,570	99·1	89·4	90·1	92·9
IV.	3,454	18·42	3,374	3,061	3,026	9,461	97·6	88·6	87·6	91·3
V.	2,738	14·60	2,485	2,170	2,242	6,897	90·7	79·2	81·8	83·9
VI.	1,084	5·78	1,021	975	872	2,868	94·1	89·9	80·4	88·1
Totals -	18,750	100·	18,240	17,059	16,938	52,237	97·2	90·9	90·3	92·8

Infants examined, 2,681.

II.—Specific Subjects.

Number.	Name of Subject.	Number of Schools in which taught.	Presented in			Passed in			Total presented.	Total passed.	Per-centage passed.
			Stage I.	Stage II.	Stage III.	Stage I.	Stage II.	Stage III.			
1	Mathematics - -	30	171	48	28	139	34	26	247	199	80·5
2	English Literature -	63	1,673	636	209	1,035	480	191	2,518	1,706	67·7
3	Latin - - -	26	125	64	13	95	51	11	202	157	77·7
4	Greek - - -	1	9	1	0	6	1	0	10	7	70·
5	French - - -	12	71	29	7	56	26	7	107	89	83·1
6	German - - -	1	10	1	0	7	1	0	11	8	72·7
7	Mechanics - -	1	0	0	1	0	0	0	1	0	0
8	Chemistry - -	—	—	—	—	—	—	—	—	—	—
9	Animal Physiology -	10	97	16	8	79	15	7	121	101	83·4
10	Light and Heat - -	—	—	—	—	—	—	—	—	—	—
11	Magnetism and Electricity - - -	1	42	0	0	35	0	0	42	35	83·3
12	Physical Geography -	19	248	133	49	184	107	44	430	335	77·9
13	Botany - - -	1	0	28	0	0	28	0	28	28	100·
14	Agriculture - -	2	10	0	1	10	0	1	11	11	100·
15	Domestic Economy—										
	Branch I. -	56	588	319	112	415	265	97	1019	777	76·2
	Branch II. -					389	203	96		688	67·5
	Totals - - -	67	3,044	1,275	423	2,048	977	383	4,747	3,408	71·7

Digitized by Google

Mr. BOYD'S DISTRICT.

Standard Subjects.

Standard.	Number examined.	Per-centage of whole.	Passed in			Total Number of Passes.	Per-centage of Passes in			Total Per-centage.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	6,487	20·8	6,221	6,411	6,072	18,704	95·9	98·8	93·6	96·1
II.	6,385	20·5	6,233	6,067	6,198	18,498	97·6	95·	97·	96·5
III.	6,232	20·	6,121	5,552	5,617	17,290	98·2	89·	90·1	92·4
IV.	5,640	18·1	5,049	4,935	4,842	14,826	89·5	87·5	85·8	87·6
V.	4,545	14·6	4,003	3,903	3,782	11,688	88·	85·8	83·2	85·7
VI.	1,806	5·	1,710	1,696	1,412	4,818	94·6	93·9	78·1	88·9
Totals -	31,095	100·	29,337	28,564	27,923	85,824	94·3	91·8	89·8	92·0

Specific Subjects.

Number.	Subject.	Presented.	Passed.	Per-centage of Passes.
1	Mathematics - - - -	395	344	87·
2	English Literature - - -	4,076	3,223	79·
3	Latin - - - - -	621	515	82·9
4	Greek - - - - -	24	24	100·
5	French - - - - -	385	313	81·3
6	German - - - - -	5	5	100·
7	Mechanics - - - -	12	11	91·6
8	Chemistry - - - -	30	21	70·
9	Animal Physiology - - -	719	557	77·4
10	Light and Heat - - -	—	—	—
11	Magnetism and Electricity - -	105	64	60·9
12	Physical Geography - - -	1,128	777	69·
13	Botany - - - - -	131	123	93·9
14	Agriculture - - - -	27	25	93·
15	Domestic Economy - - -	2,145	1,432	66·7
	Totals - - - -	9,803	7,434	75·8

Digitized by Google

Mr. WADDELL'S DISTRICT.

I.—Standard Subjects.

Standard.	Number examined.	Per-centage of the whole.	Passed in			Total Number of Passes.	Per-centage of Passes in			Total Per-centage.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	2,969	19·8	2,769	2,875	2,546	8,190	93·2	96·8	85·7	91·9
II.	3,070	20·6	2,967	2,805	2,751	8,543	97·2	91·3	89·6	92·8
III.	2,904	19·5	2,794	2,388	2,221	7,403	96·2	82·2	73·	85·1
IV.	2,684	18·	2,380	2,348	2,057	6,785	88·6	87·4	76·6	84·
V.	2,270	15·2	1,846	1,769	1,707	5,322	81·3	77·8	75·1	79·3
VI.	998	6·7	828	857	686	2,371	82·9	85·8	68·7	79·2
Totals -	14,895	100·	13,604	13,042	11,968	38,614	91·3	87·5	80·3	86·

II.—Specific Subjects.

Number.	Name of Subject.	Number of Schools in which taught.	Presented in			Passed in			Total presented.	Total passed.	Per-centage passed.
			Stage I.	Stage II.	Stage III.	Stage I.	Stage II.	Stage III.			
1	Mathematics - -	36	145	43	8	104	39	·6	196	149	76·
2	English Literature -	69	1,131	754	356	952	462	204	2,241	1,618	72·2
3	Latin - - -	40	192	45	24	99	32	16	261	147	56·3
4	Greek - - -	4	4	3	—	4	3	—	·7	7	100·
5	French - - -	32	82	17	7	49	17	6	106	72	67·8
6	German - - -	1	9	—	—	9	—	—	·9	9	100·
7	Mechanics - -	—	—	—	—	—	—	—	—	—	—
8	Chemistry - -	—	—	—	—	—	—	—	—	—	—
9	Animal Physiology -	13	116	111	44	103	61	34	271	198	73·
10	Light and Heat - -	—	—	—	—	—	—	—	—	—	—
11	Magnetism and Electricity - - -	—	—	—	—	—	—	—	—	—	—
12	Physical Geography -	34	267	205	199	134	122	107	671	363	54·1
13	Botany - - -	2	25	8	—	22	8	—	33	30	90·9
14	Agriculture - -	1	2	—	—	2	—	—	2	2	100·
15	Domestic Economy -	70	651	366	310	343	225½	170½	1,327	739	55·6
	Totals - - -	—	2,624	1,552	948	1,821	969½	543½	5,124	3,334	65·

Digitized by Google

Mr. HARVEY'S DISTRICT.

I.—Results of Standard Work.

Standard.	Number examined.	Percentage of the whole.	Passed in			Total Passes.	Passed per Cent. in			Total Pass per Cent.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	2,018	19·41	1,925	1,959	1,846	5,730	95·39	97·07	91·48	94·65
II.	2,147	20·64	2,036	1,941	2,011	5,988	95·00	90·41	93·70	93·00
III.	2,033	19·55	1,911	1,853	1,793	5,557	94·00	91·15	88·19	91·10
IV.	1,977	19·00	1,752	1,693	1,656	5,101	88·62	85·63	83·76	86·00
V.	1,528	14·70	1,255	1,250	1,179	3,684	82·13	81·81	77·20	80·37
VI.	697	6·70	608	684	544	1,786	87·23	91·00	78·05	84·93
Totals -	10,400	100·	9,487	9,330	9,029	27,846	91·22	89·71	86·82	89·25

II.—Specific Subjects.

Number.	Subject.	Number of Schools in which taught.	Presented in			Passed in			Total presented.	Total passed.	Per Cent. passed.
			Stage I.	Stage II.	Stage III.	Stage I.	Stage II.	Stage III.			
1	Mathematics - -	24	81	33	4	69	25	3	118	97	82·2
2	English Literature -	50	897	498	156	662	353	113	1,551	1,128	72·72
3	Latin - - -	29	133	58	22	104	41	15	213	160	75·12
4	Greek - - -	3	6	1	—	6	1	—	7	7	100·
5	French - - -	20	104	30	15	89	27	15	149	131	85·24
6	German - - -	3	17	13	5	15	12	5	35	32	91·43
7	Mechanics - -	—	—	—	—	—	—	—	—	—	—
8	Chemistry - -	1	22	3	1	15	2	—	26	17	65·38
9	Animal Physiology -	4	43	12	6	32	8	5	61	45	73·77
10	Light and Heat - -	—	—	—	—	—	—	—	—	—	—
11	Magnetism - -	—	—	—	—	—	—	—	—	—	—
12	Physical Geography -	19	194	74	103	129	57	91	371	277	74·66
13	Botany - - -	—	—	—	—	—	—	—	—	—	—
14	Agriculture - -	1	4	—	3	—	—	—	4	3	75·
15	Domestic Economy—										
	Branch I. -	53	421	195	107	335	146	73	723	554	76·63
	Branch II. -					218	120	82		420	58·1
	Totals - - -	57	1,922	917	419	1,677	792	402	3,258	2,384	73·17

Digitized by Google

GENERAL REPORT, *for the Year* 1886, *by* R. OGILVIE, ESQ., M.A., *one of Her Majesty's Chief Inspectors, on the* SCHOOLS *in the* NORTHERN DIVISION OF SCOTLAND.

MY LORDS,

I HAVE the honour to present the report on the Northern Division for the year 1886. The division includes the counties of Forfar, Kincardine, Aberdeen, Banff, Moray, Nairn, Inverness, Ross, Cromarty, Caithness, Orkney, and Shetland. Extent of division.

These counties represent more than half the superficial area of Scotland, but contain little over a fourth of the gross population. This disproportion between population and territory is a perplexing element in the problem of school provision and school administration. The burden is lightly or grievously borne according as a district is densely or sparsely peopled. Population.

The expense entailed on poor and scattered parishes was felt to be intolerable, and the so-called Highland Minute was devised as a means of subsidy. So far as its provisions have been taken advantage of, it has proved a material relief from oppressive rates, and, what is perhaps more important, a powerful lever in the enforcement of regular attendance. Highland Minute.

Mr. Robertson, who has given the utmost attention to the operation of the Minute in his district, reports:—

"The publication last year of the Minute on Highland schools has given to rural managers in the favoured counties a strong inducement to combat the disastrous irregularity so long prevalent. The main provision of the Minute is the establishment of a graduated premium on average attendance. As hitherto, all schools earn the sum of 4*s.* on each unit of average attendance; but now a school can earn a maximum of 8*s.* on the same basis, provided the annual weekly reach 80 per cent. of the average weekly enrolment. There are three intermediate premiums with relative per-centages.

"An important condition is attached to the payment of these special rates on attendance. No payment will be made 'if it appears to the Department 'that the school board are failing to take all reasonable means to secure the 'regular attendance of all children of school age in the parish.' The intention and propriety of this safeguard need no comment, and I can testify to the generous, though discriminating, spirit in which effect has been given to it.

"To furnish a definite statistical basis on which to estimate the measure of a school board's activity, the Department issued a special circular, containing an exhaustive series of questions. Managers are asked to state, among other details, the number of parents and employers prosecuted, the number of the former summoned to appear before the school board, the amount of fines recovered, the frequency of the compulsory officer's visits, and the action taken on his reports; also any other means (such as rewards for good attendance) employed to secure good attendance.

"Unquestionably the effect, so far as this district is concerned, of such a detailed inquiry has been to stimulate and systematise the working of the compulsory clause of the Act. School board clerks have looked more sharply after compulsory officers, defaulters have been more frequently summoned before managers and prosecuted before the sheriff or justices, and the direct pecuniary advantages of regularity of attendance have been impressed on all interested.

"It is encouraging to note that of 157 schools inspected this year the returns now to hand show that 74 schools claimed varying amounts of the premium on average attendance, and that 26 of these claimed the maximum grant (8*s.*).

Digitized by Google

"Among the 26 are two schools in Harris, four in North Uist, two in South Uist, one of them, Garrynamonie P.S., the largest school in the parish (average attendance 113), three in Assynt, and the school in the island of Stroma (Canisbay). The remaining schools in the parish of Assynt, a typical Highland district, participated, though in a lower scale; and the largest school in North Uist, Paible P.S., with an average attendance of 125, claimed 7*s*. Assynt and the Uists have for some time been working the compulsory clauses energetically. Their success so far is conspicuous."

Mr. Sime:—

"Some dissatisfaction appears to have been felt that I made no statement regarding the working of this most interesting Minute last year. I should have done so had it seemed to me that the facts available were sufficient to justify one in drawing conclusions as to its present value and future hopes. The facts were not available then, owing to the short time the Minute had run; and now, though one's experience of the Minute is much more extensive, the circumstances of the district have been so exceptional that it is extremely difficult to say how far that Minute has fulfilled the expectations of its promoters.

"Many schools have received an increased average grant under it. On the other hand, its beneficent action has been hampered by the disturbing elements at work over the West and North Highlands; and in two of the most necessitous parishes it has been found impossible, from the attitude adopted by the people and their representatives on the school board, to allow payment of any extra grant. When law has once more asserted itself, I do not doubt that the benefits of this Minute will be taken advantage of by those whose burdens it is meant to lessen; but in the meantime it is doing least good to those who need its assistance most."

Mr. McLeod contributes the following on the island of Skye, the chosen battle-ground of the recalcitrant forces:—

Unpaid rates in Skye.

"Education was threatened with a crisis of a serious kind during the past year in Skye. The ratepayers initiated a non-payment policy. The funds of the school boards were soon exhausted, and their credit vanished at the banks. In this unenviable position they informed the teachers in some instances that in future they must depend for maintenance upon the Government grant and fees.

"Some intelligent people in the island expressed the opinion to myself that the proposed arrangement would be beneficial in its educational results. The teacher's interest in the grant being so much deepened, he would put forth exertions to improve attendance, and the kindly instincts of the people seconding those exertions, it was said that ere long an average would be attained that had not hitherto been approached. The grants consequently earned, together with the fees, would exceed the present revenue from rates as well as from those other sources, and thus we should have an improvement along the whole line of attendance, salaries, and educational results. Such an opinion is founded on ignorance of human nature. It is more than probable that a parent here and there, from a generous concern for the teacher, would strive to keep his children regularly at school, but the mass would assume an attitude of false independence, which would treat all regularity, including regular school attendance, as a slavish restraint. No teacher, again, who could obtain an appointment elsewhere with better security for his income would remain in Skye, and parents might truthfully plead that their children were but little the better for their school attendance.

"Fortunately the state of things has at length assumed a much better phase. The Government took the matter up in earnest at last, and made it unmistakeable that the non-payment policy would not be tolerated.

Mr. Muir:—

"I regret to say that the higher grants offered have not as yet done much to stimulate the Shetland school boards to more earnest efforts."

Digitized by Google

Supply.

There is the usual general approval of the state of school provision. If there are complaints they only touch the fringe. Here and there boards, instead of anticipating, lag behind the normal increase of population, notably in Aberdeen, where requisitioned halls and other makeshifts are lingering relics of a receding past. But "the supply of "accommodation is virtually complete" is over all, as they say on 'change, the official quotation. Year by year, too, original mistakes, which were legion, are being remedied, and the internal space, which architects were wont to allocate according to evolved notions of their own, is being gradually redistributed on more enlightened principles of school-keeping. Supply virtually complete.

Mr. Struthers:—

"School supply in Orkney is practically complete. The buildings, however, in many cases seem to have been hastily constructed, without due supervision, and without due regard to the requirements of the Orkney climate. The result is that many of the schools and teachers' houses are excessively damp, and in several cases almost uninhabitable. These defects, I am assured, are not to be found in the older buildings."

Mr. Andrew:—

"The school supply throughout Banffshire may be regarded as virtually complete. At Portsoy and Rothiemay large and well appointed additions have been made to the school buildings, and an addition intended to accommodate pupils up to and including the 5th Standard is in course of erection at Findochty. When the Education Act passed it was in the parishes stretching along the sea-board that the greatest educational destitution existed, and the boards deserve great credit for the vigour with which they tackled the labour of erecting the necessary schools.

"One cannot help, however, regretting that a little more time was not taken to consider both the situation and the internal arrangements of many of the buildings. Had the boards obtained the advice of anyone possessed of some practical acquaintance with school work and requirements the result would have been in many cases much more convenient premises. The huge room in which probably half-a-dozen teachers have to spend their energy in roaring each other down, and the pigmy class-room, where a standard has to be packed together like herrings in a barrel, would have been of less frequent occurrence. The unwieldy rooms have now, for the most part, been subdivided by partitions, to the improvement of the quality of the instruction, and the conservation of the teacher's strength, but a good deal remains to be done in this direction in the schools under the Gamrie Board."

Mr. Dey:—

"During the last two years four large new schools have been opened in Dundee, and to several others large additions have been made. The marvel is that, notwithstanding this large increase, every school is full to overflowing, and still the demand is for more room. The only extraordinary circumstance was the flutter among the adventure schools, caused by the new regulations for obtaining labour certificates. This of itself is not sufficient to account for the great influx of pupils to the board schools, and I am afraid we are forced to the conclusion that the supply has created the demand. If this is so, the board can hardly escape the charge of remissness, or at least of timidity. Most of these schools should have been built 10 years ago.

"One of these schools, the Harris Academy, has drawn its pupils to a great extent from the higher class adventure schools. It has gathered in some 1,200 of them, and is in every way so completely successful that there cannot be a doubt that another 1,200 pupils are ready to enter a similar institution at the other end of the town. How long must they wait?

"The Forfar schools are well equipped and well filled. In the country part of my district there have been no changes. The new style of school has some advantages over the old and some disadvantages. A separate room for each class lightens the labour of teaching, but there is no reason why each room

Digitized by Google

should partake so much of the sombre appearance of a prison cell. A free use of wood and glass partitions would serve the purpose of isolation equally well, and facilitate the head master's supervision.

Adventure schools.

"The town class adventure school has decreased very much during the last two years. These schools have been the chief hindrance to regularity of attendance, and everybody must rejoice that their day is nearly over."

Mr. McLeod :—

"It is needless to repeat what I formerly said regarding the comfort of most of our new school premises; but while the school built for an average of 50 pupils or more on the 8 square feet theory of area serves its purpose well enough, a school built for an average of 30 or less on the same principle is miserably inadequate. It is anything but pleasant to see, what I sometimes witness in those small schools, seats brought up almost to the grate, in the absence of any class space, all getting instructed in their benches to the greater or less annoyance of their neighbours who are set to silent work. It was only natural that architects would make mistakes when so much school work was suddenly put into their hands, and experience shows now that serious error was committed in making class-rooms too small. At present the rule of area applies to a school as a whole; but whilst managers might feel it to be a hardship to enlarge their class-rooms to proper proportions so long as the premises as a whole fulfilled the requirements of the Code, it is surely reasonable to say that pupils taught in a class-room are as likely to be poisoned with bad air and to become fidgetty and restless for want of due sitting room in a class-room as the same children would be under the same conditions in a main room. In short, it seems to me that the rule of area should be applicable to every room in a school as well as to the school as a whole."

Mr. Sime :—

"Supply in this district may be held as complete for present requirements. To meet the natural increase of population important and judicious additions have been made to the Fort William Public School and to the Central Public School in Inverness. The playgrounds of the latter school are undergoing improvements that will be of great and permanent value. The playground at the Merkinch School is also at my suggestion being materially enlarged. The only school in the district that had a thatched roof, Tore in the parish of Killearnan, has now been roofed with slate."

Mr. Robertson :—

"School accommodation in this district is almost complete. The South Uist School Board have not built the school in Benbecula referred to in last year's report. An unfortunate hitch occurred in the negotiations between the board and the proprietrix regarding a site. An amicable settlement, however, is probable.

Sub-schools.

"As many as 26 sub-schools under Art. 19 D. (*a* and *b*) were inspected this year at the various central schools to which they are affiliated. Presented, 230; passed in reading, 212; writing, 207; arithmetic, 160.

"In a former report I spoke of the good these outlying schools are doing. I have again to recommend an extension of the grant-earning syllabus of these small, but collectively important, educational agencies. A simple scheme might be devised on which grants for at least discipline, class and specific subjects could be assessed. Most of the schools are taught continuously throughout the year, and most of the teachers attempt the full measure of the Code requirements. Further, some of the teachers, those connected with the F.C. Association for the religious improvement of the remote highlands and islands, attend the university during the winter, returning in spring to their small schools, meantime in charge of a *locum tenens*. Gratuitous inspection, by way of encouragement, of the extra work occasionally professed by sub-school children not infrequently reveals very creditable proficiency. It does, therefore, seem advisable to give the usual pecuniary incentive or reward to such proficiency. As for discipline the honest and orderly behaviour of some sub-school children under examination gives evidence of sustained and educative control during the whole school year. A payment on average attendance could not equitably be pleaded, for the registration is for obvious reasons not subject to effective supervision.

Digitized by Google

"The general equipment of the public schools continues satisfactory, and the buildings are well maintained. With very rare exceptions, managers willingly provide any necessary additional apparatus or furnishings. It is with pleasure I report a growing practice of adding to the internal attractiveness of the schoolrooms by the display of cheap prints, illustrations of natural history, and varied objects. Such modest decorations brighten school life by relieving the cheerless monotony of the walls, and tend to foster a branch of education, the advantage of which is but grudgingly recognised by country managers."

Mr. Muir :—

"Last year I reported school supply as practically complete. Some redistribution of seats has taken place. In Brechin the retirement of a long established teacher of infants has given the board an opportunity to convert her school into a half-time school pure and simple, and to distribute the infants over the infant departments of the other public schools. The former step is in every way a good one, and I may note here that now the school boards of Montrose and of Arbroath have also half-time schools. But instead of seeing the infants distributed I would have liked rather to see them collected with many more in a thoroughly good infant school, with Kindergarten apparatus and all modern appliances. But this would have cost money, which is not easy to get in these times, and the infants will find (I am assured) plenty of room, and (I know) pleasant and competent teachers in the other schools."

Attendance.

The enforcement of attendance in rural districts is an acknowledged failure. But failures are sometimes stepping-stones, and in this instance they seem to point the way to a better state of things. The average rural board, without stimulus in the shape of grant, or spur in the form of supervision, is demonstrably incapable of grappling with the difficulty. Apart from the remedy I suggested last year of wider compulsory areas, there is no doubt that Circular 72, when it comes to be better understood, will effect a marked improvement where improvement is most needed. The schedule of queries, though primarily intended for the calculation of a special grant, might be issued with advantage to all boards whose laxity seems to call for special notice.

Mr. Sime :—

"Attendance is still unsatisfactory, the numbers presented having increased in the year by about 160 only. The severity of last winter is to a certain extent an explanation, but there is no doubt that the disturbed condition of a large section of my district, and the contempt for law and order generated by the action of various independent but cumulative or convergent forces, have dulled the already faint interest felt in education by the Highland parent, and made the hands of school boards weak indeed.

"The least satisfactory feature in connexion with infant instruction is attendance. No doubt children of tender years cannot attend in stormy weather, and I am of opinion that for country districts the 'infant' age is fixed too low. But I feel even that in spite of these drawbacks the number of infants in attendance ought to be much higher than it is."

Mr. Andrew :—

"The greatest drawback to the efficiency of the rural schools is irregularity of attendance. I expressed my opinions on this subject last year, and I have seen nothing since to induce me to modify them. It is the same in Banffshire as in Aberdeen. The larger boards along the coast exercise their powers vigorously and judiciously, but in the rural parishes the compulsory clause is practically a dead letter. There are varying degrees of laxity, but the low water mark in the matter of attendance in Banffshire seems to me to be reached in Kirkmichael and Glenlivat. I visited one school in Glenlivat this summer which I had examined in April. On the occasion of the inspection there were 65 pupils present; on the day of my visit without notice I found each of the six standards represented by *one* pupil, with the exception of the fourth in which there were *two*.

Digitized by Google

"The teachers in Glenlivat assure me that the board does nothing whatever to strengthen their hands. As soon as the annual inspection is over in April a general stampede takes place. The children without leave asked or obtained, and irrespective of age or standard, betake themselves to field work, and do not again darken a school door till the end of November or December.

"Some of the decisions which continue to be given by the sheriff substitutes from time to time, and which are doubtless law, but to people of plain understanding do not look very like common sense, are little calculated to encourage boards to prosecute. But what I maintain is that if the boards would manifest a healthy and genuine interest in the work of the schools, if they would summon defaulters before them from time to time, if they would reason and expostulate with them, if after fixing the vacation at the most suitable time of the year for their district they would bestir themselves to bring the children out as soon as the work of the schools is resumed, there would be seldom need to have recourse to extreme proceedings. What is required is a healthy interest in, and a genuine sympathy with, school work. Wherever the chairman or other members of a board are animated by this spirit, there is seldom much difficulty about the attendance.

"It is when one finds the leading members of a board taking up the attitude that it is unreasonable to expect the parents to send out their children except when it suits them to do so; that the children of the working classes are being too well educated and such like rubbish, that the work of the schools in a parish is found to languish."

Mr. McLeod:—

"The old complaints against irregular attendance are still continued, and I fear that but little further improvement need be looked for under the present regime; that attendance might be much better than it is both in town and country is undoubted. Sometimes one sees a marked increase in the average attendance of a district, and this happens almost invariably when there is one member of the board who takes a special interest in the matter, and is possessed of sufficient resolution to make the compulsory powers of the Act a working reality. Provost Burn of Forres is a conspicuous example of such members. When Anderson's Free School of that town was re-organised three or four years ago it almost constituted the opening of a new school, and numerous murmurs were heard concerning the injury it had inflicted, was inflicting, and would continue to inflict upon the other schools in the parish. The provost was chairman of the school board as well as a director of Anderson's school, and he discharged the duties of compulsory officer in person. The excuses of poverty and want of clothes and shoes, which have only to be pleaded in Skye to condone the grossest irregularities, counted for nothing with this amateur officer; and the result was that whilst Anderson's school was always kept full, one soon heard of insufficient accommodation in some of the other schools, and the average attendance went up largely along the whole line. On the other hand I never heard that this large increase was the cause of any home inconvenience.

"In last year's report I expressed the opinion that by enlarging the areas of school boards we might generally see such a spirited enforcement of the compulsory powers of attendance as at present exists only in isolated instances. There are difficulties in the way of this enlargement; although any that I have seen mentioned are not of a formidable character. If progress were quenched by difficulties we should now be making our journeys over General Wade's roads, and the soil would be turned by the *cas chrom*. The real question to be considered in this case is the utility of the proposed change rather than its difficulty."

Mr. Muir:—

"Attendance, I regret to say, is in a very unsatisfactory state in Shetland. As I have said before, some teachers have a magnetic power of attracting scholars so that they will hardly stay away. But a school board has no right to expect this personal charm to be present in all its teachers, nor have they any right to expect the teacher to act as an unpaid school board officer. There are teachers in Shetland from whom I would be glad that Sunday teachers in the south would take example. But it is no use to expect that the flower of the profession will crowd into these islands."

Digitized by Google

Mr. Robertson :—

"Not a few parishes, some of whose schools were entitled to a special grant, lost all benefit from the Highland Minute owing to the disappointing record of inactivity shown in the replies to Circular 72. So many considerations, apart from the paramount one of educational fitness, affect elections to some northern school boards at a time when agitation, ecclesiastical, agrarian, or political, is rife, that one cannot be surprised at the reluctance occasionally shown by managers to adopt vigorous coercive measures. On the other hand, firm and judicious enforcement of attendance, in which is included occasional prosecution of well-selected cases of delinquency, is generally followed by hearty popular acquiescence in the justice of the course. Popular resentment, if it existed at all, has certainly never in my experience taken an aggressive form.

"A good deal of attention has been devoted this year to the large periodical withdrawals of children of school age in the county of Caithness. An extensive evasion of the section of the Act regulating the withdrawal of such children appears to have prevailed. Summarised, the facts are: children of very tender years (below 10 years) often for a mere pittance, and in cases where family circumstances were not, so far as could be ascertained, pressing, were withdrawn for hired employment as herds, sometimes not in their own parishes; scholars above 10 years of age who had never passed Standard III., sometimes not Standard I., had for several consecutive years been so withdrawn, to the utter ruin of their education; concurrently with these withdrawals a large amount of absenteeism was shown in the summer registers; schools were depleted between May and November, and their organisation and general efficiency severely strained by the large influx of half-educated children in winter.

"On all sides it was admitted that compliance with the statutory regulations would not materially limit the supply of juvenile labour really necessary in the country. If parents could be induced to keep their children regularly at school until Standard III. had been passed, there would be an abundance of qualified herds, and schools would be saved from the extreme and ruinous fluctuations of attendance.

"The Department adopted a very thorough-paced mode of ascertaining the nature and extent of these withdrawals. School boards were called upon to furnish, say, about the middle of July, returns of the names—with ages, last standard passed, and cause of withdrawal—of all pupils withdrawn from school between 1st April or May and the date of the return. This request at once operated as a check. Further, illegally withdrawn herds were in many cases sent back to school, and parents and employers were familiarised with the provisions of the Acts. Statistically the results of this intervention may not be very considerable as yet, but even already they are gratefully acknowledged by rural teachers."

Mr. Struthers :—

"The educational question of the hour in Orkney, as in all rural districts, is the question of attendance. The teachers in Orkney are, as a body, able, energetic, and industrious, the native intelligence seems to be very considerable, and with improved attendance really excellent results might be looked for. At present school attendance in the district cannot by any means be described as satisfactory. Out of a total of 4,796 children of school age (*vide* returns on schedule to Circular 72) there were 4,006 on the registers, with an average daily attendance of 3,079. The ratio of average number in attendance to number of children of school age varies considerably in the different districts. In Deerness it is 76 per cent., in Westray 53 per cent., but on the whole the ratio is low.

"The chief cause of irregular attendance in Orkney is the practice of summer herding. This practice prevails to a greater or lesser extent in all the islands, but in the parishes of the west mainland is has become systematised and stereotyped. The employment of children in whelk-gathering in Flotta, and in hoeing, weeding, &c. on the large arable farms in Westray and Stronsay, also seriously interferes with the regular course of school work. There are other causes which tend to produce irregularity of attendance, but these operate only in a minor degree. There can be no doubt, for instance,

Herding in Orkney.

Digitized by Google

that long roads (in comparatively few cases) and the occasional extreme severity of the weather in winter and spring prevent children of tender years or of weakly constitution from attending regularly during these seasons, but it is absurd to attribute the defective attendance wholly or mainly to these causes, as some of the boards seem inclined to do. The simple fact that the attendance, as a rule, is highest precisely in the seasons when these causes might be supposed to be most operative shows the insufficiency of such an explanation. The fact is that the defective attendance is almost entirely due to summer herding and the other analogous pursuits already indicated.

"Is this herding a necessity, or does it admit of any considerable restriction? The reasons which are generally alleged in justification of the practice are these: (1) The almost entire absence of fencing in Orkney, it is said, absolutely necessitates herding. But clearly the main reason why fencing has not been more generally introduced is just because of the plentiful supply of cheap labour with which the non-enforcement of the compulsory clause provides the farmer. Stop the supply, and fencing would follow as a matter of course. Nor is it clear that in the long run the result might not be more economical for the farmer, and if it said that fencing is out of the question in the case of the smaller farms or crofts, then the practice of tethering, which has been adopted with beneficial results in the district of Deerness, might in such cases be more generally followed. In Deerness, as has been already noticed, the per-centage of children in regular attendance is a remarkably high one.

"(2.) It is said that the poverty of the farm labourers, &c. is so great and their wages so low as to practically compel them to send out their children to herd in summer for the sake of a present livelihood, and also in order that they may contribute something toward their support at school in winter. Here again it may be argued that this practice is partly a cause of low wages, but in any case there is no evidence to show that herding is due to the extreme poverty of the parents in more than an altogether insignificant proportion of cases. Besides, when circumstances at all allow of it, it is clearly more advantageous for the parent in such cases to secure total exemption for his child at the earliest possible age, by regular attendance at a period when his labour has only a nominal value.

"The truth would seem to be that herding is simply a survival of the old Scotch system of winter schooling, according to which the older scholars, at any rate, attended school only in winter, and went to work or were employed at home in summer. By way of compensation a large proportion of them continued their attendance for several years longer than is the rule at present.

"The main cause of herding in Orkney, then, I take to be inveterate custom, a cause which it is perfectly within the power of school boards to deal with effectively. It is quite in accordance with this explanation of the practice that, as I have been credibly informed, large numbers of children, in addition to those actually employed in herding, are retained at home in summer for no definite purpose, but simply in order that they may be at hand for occasional services. It is even said that when the older children of a family are actually employed, the younger are kept at home for 'the sake of uniformity.' Clearly attendance in summer is regarded as a work of supererogation. This inveterate custom is reinforced in many cases by the laudable but short-sighted peasant thrift, which regards the present gain or saving of a few shillings in the shape of school fees as sufficient to outweigh a much greater though less definite advantage.

"It has been said that the boards in many districts are quite indifferent to the loss of grants, and that *à fortiori* they cannot be stimulated into action by the offer of a graduated grant for increased attendance, such as is given under the Highland Minute. The boards in Orkney, however, have by no means passed into this stage of insensibility. They respond very readily to any stimulus of a pecuniary nature, and are fully alive to the important advantages offered them under the new Minute. But the conditions on which the increased grant is given were this year (the first of its working) very generally misunderstood, and when once it has been made perfectly clear

Digitized by Google

that the increased grant can only be gained by a genuine increase in the number of attendances, as compared with the number of children of school age in the district, there is every reason to expect that the increased attendance will follow as a matter of course.

Misleading returns.

"The special attendance grant is calculated on the basis of the return made on the schedule to Circular 72, but the return so made was in the great majority of cases inaccurate and misleading. The proportion of average attendance to number on roll was often made to appear much higher than the actual facts warranted, by counting off the roll children who had only temporarily left school, and who should have been retained on the roll. The higher per-centage, in fact, did not usually indicate any actual improvement, but simply an arbitrary reduction of the number on the roll, depending to a greater or less extent on the discretion of managers. But a definite rule on this subject has been laid down, which is to the effect that children residing in the district who have been once entered on the registers of a school must be retained thereon from year to year until they have at least passed Standard V. It follows from this that increased grants will only be obtained by actual increase of attendance, and not merely by a judicious manipulation of returns.

"It might be well to ask for such a return of attendance from all rural boards, even in districts where no special grant is offered. The attendance difficulty is not confined to districts within the area affected by the special grant, though in these it is doubtless most acute. There are districts within the county of Aberdeen where the issue of such a circular might be productive of considerable good. The return made would put clearly before the boards, in statistical form, facts of which they are at present only half cognisant; it would enable an inspector to decide whether the deficiencies of a school were really to be attributed to weak teaching or to defective attendance, and it would give him definite facts to go upon in endeavouring to bring pressure to bear on a school board in the matter of attendance.

Standard of comparison for attendances.

"Among the returns asked for on Form M. 4 is a return of the number on the roll. In judging of the state of attendance in a school by a comparison of the average attendance with the number on the roll, it is important that the standard of comparison in a rural school should be the average weekly number on the roll throughout the year rather than the number on the roll at the end of the year. In such schools a number of children over school age, or who have passed Standard V., attend in the winter months only. At the end of the school year their names are struck off the roll, but the attendances made by them go to swell the average attendance of those whose names are retained on the roll.

Attendance difficulty in Prussia.

"I cannot leave this subject of attendance without observing how widespread and almost universal the difficulty seems to be. The school system of Prussia is generally understood to stand at the head of those of Europe, yet we find Conrad, in his book on 'German Universities,' complaining that in rural districts irregular attendance is only too general, and in the intervals of school attendance the children forget what they had previously learned. The opposition of parents to the school laws and the laxity of school authorities in watching the attendance have never yet been satisfactorily overcome, and so the children actually attending school do not in all cases really master the elements. Every advance in these respects is a distinct educational gain."

Standard of Instruction.

The registers of schools inspected contained the names of 164,051 scholars, of whom—

124,779 were in average attendance.
145,813 were present at inspection.
98,531 were examined in standards.
3,223 were presented in ex-Standard VI.

Digitized by Google

The subjoined table exhibits the detailed results of the examination in the standards in the several districts comprising the division :—

Standards.	Total Number examined.	Per-centage passed in		
		Reading.	Writing.	Arithmetic.
District No. 1. (Mr. Dey.)				
I.	4,110	97	98	95
II.	3,779	98	96	95
III.	3,624	99	92	89
IV.	2,893	89	89	86
V.	1,962	86	87	83
VI.	1,013	83	92	83
Totals -	17,381	92	92	89
District No. 2. (Mr. Muir.)				
I.	1,925	93	98	84
II.	1,921	97	88	90
III.	2,032	97	84	81
IV.	1,846	76	82	74
V.	1,340	69	78	74
VI.	508	81	90	62
Totals -	9,572	87	87	80
District No. 3. (Mr. Andrew.)				
I.	1,899	96	99	92
II.	2,031	98	94	95
III.	2,027	99	93	88
IV.	1,893	91	86	77
V.	1,657	82	77	73
VI.	777	88	90	72
Totals -	10,284	93	90	84

Digitized by Google

Standards.	Total Number examined.	Per-centage passed in		
		Reading.	Writing.	Arithmetic.
District No. 4. (Mr. Ogilvie.)				
I.	6,904	96	99	91
II.	7,064	98	93	95
III.	7,205	98	94	90
IV.	6,879	94	88	79
V.	6,153	86	80	72
VI.	2,486	93	91	69
Totals -	36,691	94	91	84
District No. 5. (Mr. Robertson.)				
I.	1,667	94	99	84
II.	1,713	98	91	95
III.	1,470	99	93	77
IV.	1,316	89	80	74
V.	1,024	78	82	60
VI.	631	87	90	61
Totals -	7,821	92	90	79
District No. 6. (Mr. Macleod.)				
I.	1,502	89	95	90
II.	1,600	96	88	90
III.	1,367	96	86	68
IV.	1,248	94	84	72
V.	956	85	81	67
VI.	495	94	89	68
Totals -	7,168	93	88	78
District No. 7. (Mr. Sime.)				
I.	2,296	88	97	83
II.	2,140	96	86	91
III.	2,005	96	91	65
IV.	1,800	76	73	59
V.	1,349	64	71	50
VI.	702	85	82	57
Totals -	10,292	86	85	71

Digitized by Google

Standard results.

As in former years slovenly reading and faulty initiatory arithmetic are the accentuated defects of the elementary instruction. Though singled out and persistently railed at they have defied all the animadversions of the past. But they are the evils the New Code is especially expected to remedy.

Reading.

The reading one generally gets from a boy or a girl in a cultured family may be fairly taken as a standard to be aimed at in schools. It is not rhetorical, but natural, fluent, expressive, and appreciative. To be able to read with ease and profit to oneself is a great deal, but to delight and interest others is more. A teacher who aims at the lower result and no higher is pretty sure, even so far as his profession goes, to lag far behind another who aspires to make reading all that it can be made, *il faut être quelquefois trop bon pour l'être assez.* Besides reading aloud comprises the most material item of daily school routine, and reading which is neither attractive nor instructive is an aggressive infliction on compulsory listeners. Children, as a rule, read too few and too difficult books. Instead of two sets of reading books for junior standards, it would be better if there were a dozen, all what an outsider would call far too easy.

Arithmetic.

Fingering and cognate artifices in arithmetic, whether condemned or palliated, are destined to disappear under the operation of the New Code. Rapidity as well as accuracy will henceforth constitute the criterion of merit, and good methods will at last dislodge and supplant wearisome shifts.

Mr. Robertson:—

"The quality of the standard instruction is steadily improving.

Reading.

"Reading, in which, as usual, the greatest number of passes has been registered, is generally fluent, often intelligently explained, but rarely expressive. The projected separation of the reading of the higher standards from its hitherto collateral requirements of grammar and explanation is very acceptable. More reading text will be professed, and thereby will be promoted the acquisition of that important branch of an ordinary English education, mechanical fluency in reading, without which a taste for reading can never, in the general case, be profitably cultivated. A rigorous interpretation of any requirement as to expression will, in the present state of reading in our elementary schools, decimate the results in this branch. Nothing can be more pleasing in the examination of a school than to listen to clearly enunciated and naturally modulated reading. The general absence, however, of attention to the simplest rhetorical graces of good reading is a commonplace of official reports, and the attainment of a respectable modicum of proficiency in this respect will need a long and patient application of the test as to expression.

"The value of expression as an index of intelligent comprehension of a passage seems to me to be occasionally overrated. Certain it is that monotonous oral mastery of the mere text is often accompanied with intelligent insight into the general import of a passage and creditable power of explanation. Besides, there is a spurious form of expression against which one must guard; spurious, inasmuch as it is not the result of due comprehension. By carefully watching the punctuation of a sentence, children can be trained to affect a taking style of expression, with apparently intelligent pausing, sometimes well-placed emphasis and effective cadence. To be of real educational value, expression must be the outcome of an intelligent understanding of a passage.

"The second sets of reading books required for the New Code are, I am glad to report, to be supplied in most cases by the school boards. This removes what promised to be a formidable difficulty in applying the instructions regarding reading.

Writing.

"Handwriting is much more careful and regular than it used to be. The slate-writing of the infants and junior classes is often remarkably well formed and legible; but the copybooks and the written exercises of the older pupils

Digitized by Google

reveal too frequently the absence of vigilant supervision and systematic teaching. Collective instruction by illustration on the blackboard is singularly neglected. Its obvious advantages are persistently urged on the attention of teachers.

"Spelling is, in the general estimate, decidedly creditable. In well conducted schools in Gaelic districts the scholars show surprising facility in overcoming the intricacies of our English spelling; the dictation exercises of many of these schools are among the very best of the district.

Composition.

"The general demerits of this class of exercise are the inability to reproduce in proper sequence the details of the narrative read, the crudeness of the ideas, the meagreness of the vocabulary outside the mere colloquial, the stiffness and ungrammatical structure of involved sentences, and the ignorance of punctuation. Composition is working but tardy progress, and will, I fear, continue to do so while its teaching is deferred to such a late stage in the pupils' school life. Children ought to be trained in the oral explanation of their reading lessons to embody in clearly formed sentences the 'synonyms' with which such an exercise is so freely interlarded. Oral, as well as simple written, paraphrasing is an invaluable means of giving fullness and flexibility to the ideas and language of children. The pernicious habit, so much in vogue amongst impatient teachers, of suggesting or leading up to short, often monosyllabic, answers in class instruction is an undoubted cause of much of the weakness of composition.

Arithmetic.

"The lower standards have again passed well, despite the innovation of printed cards in Standard III. The results in this standard, however, pointedly illustrate the advantage of combining the practice of numeration and notation in the daily instruction.

"Both on account of its recreative variety and its practical value in the after standards, mental arithmetic should receive more attention in junior departments.

"Standard IV. gave a good account of the rather simple tests in the uniform sets of cards; but Standards V. and VI. too often evaded or bungled the problem set in each card. The rationale of arithmetical processes needs fuller exposition to advanced standards, and the lack of ingenuity in attacking problems would be less marked were appropriate mental arithmetic systematically practised.

"In some of the small schools taught by female teachers remarkable grasp of arithmetical principle and expert and neat manipulation were shown.

"The following extract from my notebook on the inspection of the little public school in the remote island of Heisker (North Uist) is interesting in many ways: 'Spelling of Standards IV. and V. almost perfect. The eight 'pupils (two in Standard IV. and six in Standard V.) presented in the upper 'standards did 24 sums out of 30 possible, and four pupils in Standard V. 'did all their sums correct. The work was also beautifully put on paper.'

"All these scholars passed easily in arithmetic.

History and *Geography.*

"These subjects are invariably examined orally. In very few cases were the relative grants forfeited, but penal consequences had to be occasionally threatened.

"The value of the teaching of history as a means of quickening and broadening the intelligence of advanced pupils is, to judge from the dry and superficial narrative so commonly professed, either ignored or underestimated. As an exercise of memory the learning of series of disconnected dates has its place in the school curriculum, but the prevalent disregard of the human interest which supports and interlaces the fabric of historical fact is, on high educational grounds, much to be deplored. Scholars in Standards VI. and ex-VI. seem often merely to have committed to memory with faithful minuteness the notes of lessons used by their teacher. In this section of the school one might expect the reflective faculties to be stimulated in some appreciable measure by the study of a historical period, except, however, in a small proportion of the schools, the obvious social, economic, and constitutional significance of historical events receive but scant attention.

"The recent extension of the requirements in history and geography has given much concern to teachers in lightly staffed country schools. At the same time the educational importance and urgency of the changes seem to be generally acknowledged.

Digitized by Google

"Geography is, as a rule, made more interesting to children than history, even in Standard IV. The practice of dovetailing historical and geographical knowledge, and of enlivening the advanced lessons by reference to commercial and industrial facts, is increasingly frequent, and the maps are more skilfully used."

Mr. Sime:—

Reading. "The per-centage of pass in reading for the year is 86 as compared with 87 for 1885. In the English-speaking parts of the district, reading is very fairly mastered, so far as the knowledge and pronunciation of words go, though a tendency to refuse their proper value to small words and unaccented syllables is prevalent, and too little heed is paid to stops. In those parts of the district where English is a foreign tongue to the pupils a lower amount of attainment is shown, and has until now been accepted as sufficient for a pass. *Now* matters have changed, and recent instructions indicate a demand which the west coast part of my district will be unable to satisfy.

Writing. "In 'writing' the pass is 85 per cent. as against 87·1 in 1885. Penmanship is tolerable all over, but there is no subject in which the minimum is so certainly if unconsciously arrived at as in this, nor is there any subject in which it is more difficult for an examiner to fix that minimum. The great, the one end of writing, namely, that what is written should be easily read is not sufficiently realised. The pupil is, as a rule, set down to write 'his copy' with the conventional headline (at which he hardly looks) of the thick-and-thin stroke type. He gets scolded or punished if he blots the paper; perhaps with a somewhat careful master, if he leaves letters out. But of systematic instruction, when writing, in the way to hold the body, to hold the pen, to form the letters, to join the letters, there seems to be far too little. *Per contra*, it should be stated that the old habits of sloping the writing and the writing of 'text' hand by junior pupils are passing away.

"It should be said that failures in 'writing' are mainly due not to absolutely bad penmanship, but to defects in spelling and composition.

Dictation. "This may be dismissed with a word. Spelling is fairly mastered, except that on the west coast the tendency to substitute 'b' for 'p,' 'ing' for 'ed' and 'en,' and *vice versâ* is apparently ineradicable.

Composition. "This subject is hardly in a satisfactory condition, the common causes of failure being neglect of punctuation and inability to form sentences.

Arithmetic. "Here the pass is 72 per cent. as against 77·2 for 1885. Considerable local complaints had been previously made regarding the low per-centage of pass in arithmetic in this district, and in support of these comparisons have been made with other districts. Now that the test has been set by head-quarters, the cards issued from the Department and the standards fixed by their Lordships, a fall of over 5 per cent. has taken place; but then teachers have the countervailing satisfaction of feeling that their new beatitude of 'uniformity' has been secured.

"Failure has been most marked in two standards, the third and the fifth, and has arisen, I doubt not, from the increased demand made in the new cards. Two points call for special mention; first the sums set to be worked by the obsolete rule of practice are frequently worked by compound multiplication, in which case they of course get no value; and second, the 'bill of parcels' is not unfrequently no bill at all, the pupil evidently considering that it is enough to cast up the cost of the items without putting the results into invoice form. One ought in fairness to add that according to three masters out of four, whose pupils make the omission, they never do so in any day of the year other than that on which the inspection takes place.

Grammar. "Grammar appears both as a class and as a standard subject: class in Standards II. and III., standard in Standards IV., V., and VI. As a rule, the subject is well known by the junior classes, the cases where the grant for grammar and intelligence has been refused on the ground of ignorance in grammar being few. In the higher standards failures in reading are largely due to imperfect knowledge of grammar, and I may safely say that if the requirements of the Code were rigidly exacted in the Fifth and Sixth Standards the per-centage of pass would be low.

"The allied subject of analysis is well known in a very few schools, fairly in some, moderately in the majority. Why it should be such a deep mystery I

Digitized by Google

cannot puzzle out; but the fact is beyond all question that mystery it is, and that a very large amount of valuable or rather invaluable time is spent in desperate and scantily rewarded efforts to unravel it. The results attained are far indeed from being commensurate with the labour expended.

Intelligence.

"Intelligence is in the same category as grammar, a class subject in Standards II. and III., and essential to an individual pass in Standards IV., V., and VI. In the junior classes a very fair grip of the matter of the lesson is usually manifest. In the higher standards results are not quite so good. The reasons are not far to seek. They are first, that owing to the poverty of the region managers have in many cases to be content with an inferior class of teacher, and there is no subject in which an inferior teacher more certainly fails than this; and second, the cheap dictionary and the list of 'meanings' stuck on to the lesson in so many reading books. It would be difficult to over-rate the injury these contrivances do to the inferior teacher and his pupils, and of the two the list of 'meanings' is by far the greater evil. There is no subject wherein it is more necessary to substitute actual oral teaching for that vice of modern schools, the hearing of allotted tasks. To-morrow's lesson ought to be carefully lectured on to-day, and again to-morrow, and *then* made the subject of examination.

"It is provided in the Code that the examination in this with certain other subjects may be taken in Gaelic. I have not been asked to examine in Gaelic, but I have frequently done so for my own satisfaction. I have further instructed my asistant, who does not speak Gaelic, to send to me for re-examination (this time in Gaelic) all pupils that he considered defective in knowledge of meaning. I have not on any occasion found reason to reverse his finding; nor have I ever found pupils able to show satisfactorily in Gaelic who could not do so in English of some kind.

"Under this head I may insert the remark that a knowledge of English does not seem to be spreading so fast as is desirable. This is very largely owing to the employment of teachers of a low grade who know Gaelic. To these such knowledge is a stumbling block. Gaelic is used in the daily work of the school not as a means to the acquisition of English, but to save the teacher trouble. The obvious result is that the pupils learn English slowly, though in many cases they can read it fluently enough.

History.

"In history the contents of the common manuals are, as a rule, fairly and in many cases well known.

Geography.

"A fair knowledge of geography is shown. The usual drawback is that the subject is treated as one to be learned out of the books instead of being taken in by the eye from maps. The vague requirements of the Code in the case of Standard VI. have been the cause in this district, as elsewhere, of much disquietude. It is much to be regretted that even in the Sixth Standard the meaning of the terms 'latitude' and 'longitude' is rarely understood, and that generally the way to make full use of a map is unknown. A further cause for regret is the absence of globes."

Mr. McLeod:—

Reading.

"I regret that I am not able to speak of any general improvement in the art of reading. Sometimes teachers speak of local peculiarities of speech which largely increase the difficulty of attaining a good style of reading in school. This is by no means an imaginary excuse; but local differences over the greater part of my district (Moray and Nairn, for instance) are too minor to account for the different character of reading one hears. In the girls' school in Elgin and in St. Andrew's Lhanbryd School in the country reading is remarkably good, and I am constrained to believe that were the same care bestowed upon it in other town and country schools the results might be equally satisfactory. I am not in favour of recitation in schools, because I fear it would lead to a taste for reading only such 'fine passages' as were suitable for declamation; but I think children should be taught to read in such a way that the listener would be able to follow the reader as well as if he had the printed page before him.

Writing.

"Writing in most schools now receives a degree of attention that is proportioned to its importance, and copybooks are generally clean and well written. In a smaller number of schools are written exercises neatly done; and it is painful sometimes in a whole school not to find one pupil in Standards V. and VI. capable of putting sums on paper with anything approaching neatness.

Digitized by Google

Even bills of parcels are written down with an absence of form and nothing attempted except correct calculations. But indeed a lack of strictness on my own part in this matter, I fear, must share the blame with the negligence of the teachers. I have been deterred from carrying specimens of the beautiful work done in some schools to be exhibited in others, by the knowledge that such illustrations are as likely to provoke jealousy as to excite emulation. An inspector is heard with distrust sometimes when he tells a teacher that any particular subject is better taught in another school than in his. Once I met a girl of exceptional ability in a school, and urged the master to get her apprenticed as pupil-teacher. She took the papers for the end of the second year as candidate and passed with ease. A neighbouring teacher having heard of this thought that he ought also to present his candidates afterwards with papers at the close of the second year, and as, unfortunately, their attainments did not appear to me to justify such a shortening of the period of apprenticeship I was supposed not to act with judicial impartiality. Of course, if, as was firmly believed, it was impossible to have a more talented or better instructed pupil in the one school than in the other the inference regarding impartiality was correct.

Arithmetic.

"In the lower standards the pass shows that highly creditable proficiency in accuracy is attained. I cannot help thinking, however, that the use of fingers is continued too long. Even if it be the case that some children in the First Standard cannot be trusted to work their sums without fingering, there will always be a number of children who could easily be made to dispense with such aid. And yet it is not uncommon to see a standard of 30 or 40 children on the day of inspection, each one of whom is busy working with the fingers. This clearly ought not to be the case, and in the Second Standard the use of fingering seems quite inexcusable. Should one of the effects of class instead of individual examination in the lower standards be the testing of successful methods to work sums without counters the change will by that alone be justified. I had always been in the habit of dictating sums orally to Standard III., and a difficulty was felt this year in the novelty of cards. Allowance was made for this in judging the work; but with all the leniency extended, the per-centage of passes is considerably below what it used to be in my district. The year's experience and the teachers' familiarity with the style of cards will enable them, I trust, to come up in the coming year to the level of previous per-centages. 'Oh,' says the theoretical, alias the ignorant and unreasonable man, 'the style of cards forsooth! the teacher should think of his subject and not of the style of examination.' One hears remarks of this kind where better sense might be looked for. A subject is a very wide thing; what not only children in school but students at a university can acquire of it in a limited time is a limited amount, and the special amount which he will strive to master is naturally the amount which his examiner regards as sufficient.

Mr. Muir:—

"The number of scholars examined in North Forfarshire is to the number in Shetland as 3 : 1 (the proportion being in 1881 in the ratio $2\frac{1}{2}$: 1). The number examined in Standards I. and III. in Shetland is, however, decidedly less than a third of the number examined in North Forfarshire. This is what might be expected, seeing that travelling in Shetland must be a difficult thing for young children during a great part of the year. Standard II. in Shetland, curiously enough, presents more than its proportion. This may be, perhaps, because of children skipping Standard I. altogether.

"The pass in North Forfarshire is *rather* better than in Shetland, so far as Standards I., II., and III. are concerned. This is not unnatural, seeing that for the mass of the mainland children regularity of attendance must be easier than it is in Shetland, and this will or ought to conduce to greater proficiency. In Standards IV., V., and VI. the numbers presented in Shetland are decidedly greater than those in Forfarshire. This is natural enough, seeing that in the latter county a boy or girl has greater opportunities of going out to work either as a legitimate whole-timer or half-timer, or in defiance of Factory and Labour Acts. In Standard IV. Forfarshire makes a decidedly better pass than Shetland. In Standard V. Shetland has a slight advantage, and in Standard VI. the pass in Shetland is a long way ahead of the pass in Forfar!!!

Digitized by Google

"Another curious thing to be noted is that the general pass in arithmetic shows a tendency to remain, as a whole, at the same level. In 1879 the pass in arithmetic was, in North Forfar, Kincardine, and Shetland, 80·2. In 1882 it was 81·1. During the last year in North Forfar alone it has been 81·4. But how has this remarkable uniformity been attained? Thus—

"The pass in Standard I. has gone up 'by leaps and bounds.' The pass in Standard II. has risen slowly. In Standards III. and IV. the pass has fluctuated. In Standards V. the pass has gone down decidedly. In Standard VI. the pass has fallen terribly. Now, while the arithmetical cards prescribed for Standard V. over all Scotland are more difficult than those which I used to set, still it must be noted that the per-centage of work required for a pass is not high, and thus, though the new card has an alarming look, it should not occasion more failures than mine did. I confess that my own notions—in the case of a testing as distinguished from a competitive examination—are in in favour of setting work of which I expect a fair proportion to be done, rather than an ostentatiously difficult exercise which may affect the nerves of some children, and which takes up time and energy which might be advantageously employed upon the exercises in grammar, composition, &c. which usually come after the arithmetic.

"The phenomenon that I have referred to points to something deeply wrong. There is too much of a wild attempt to whip up the lower standards and to force unhappy children through the narrow gate of a pass that ought rather to be 'let severely alone.' The higher standards, I fancy, are sometimes left too much to themselves, their numbers being small. Perhaps they are harassed with specific subjects (of which more anon) taught in such a way as *not* to develop the intelligence, and, therefore, *not* to conduce to a good pass in arithmetic, or to any other good. In the case of the lower standards, how often has it been said to me by some zealous teacher: 'Dear me, we've done 'everything we could with that boy to get him through:' and how often have I had to reply, 'Then you should have done no such thing!'

"In Brechin High School such things are not done, and the avoidance thereof helps, no doubt, to promote the healthy tone, intellectual and moral, which prevails there, though several schools make higher passes.

"I have had to remind teachers that they are teachers of a school or department, not private tutors of individual boys. Let the dunce have a fair chance. Let him be neither coaxed nor bullied. If the thick cranium conceals the leading mathematical, philosophical, or artistic brain of the coming age, the world will find it out in good time. I fancy that often the 'intelligence grant' or the 'history grant' is lost, or earned but barely, on account of a teacher's wild attempt to avoid a round mark on his duplicate schedule or die.

"From the mere view of monetary profit and loss such a course is suicidal, even under the present Code.

"As the New Code concerns itself more with 'qualitative analysis,' it is to be hoped that the ideas that I have been expressing will force themselves on the teachers. Perhaps school managers may be at fault in some cases in laying too much stress on the per-centage of passes. If we go by what we read in some items of educational news, we might imagine that as soon as a teacher fails, from whatever cause, to produce a pass of 99 per cent., he is mercilessly chucked out on a cold world with his character blasted for life. This *may* be the case in some parts of Great Britain, but I do not think that it is the rule in Scotland, and I know that it is not in North Forfar and Shetland. I have noticed too many cases of forbearance on the part of school boards, forbearance continued year after year, when the teacher was failing to produce such work as might have been reasonably expected, such work as his or her neighbours were producing.

"As I have said, the New Code may induce teachers and also boards to look more to the quality of the work in the lower standards and less to the number of passes, which number, indeed, will not be communicated to them. There is no sense in expecting from teachers, a hard working and not over-paid body of individuals, more love of non-paying work than we expect to find in other sections of the community. There is probably quite as much disinterestedness as in other sections. The path of intelligent work must be made to coincide with the path of emolument and professional glory. So much for teaching in general. I will now jot down a few remarks on the different branches of school work.

Digitized by Google

Reading. "This is seldom a pleasing thing to listen to, either in the lower or in the higher standards. As regards Standard I., I really did hear spirited reading the other day in Abbot Street School, Arbroath, in an unsatisfactory crowded room too. There also a nice little girl recited a poem, with great taste and expression, in spite of a strong local accent.

"In the higher standards, seeing that reading, grammar, and explanation are all required for a pass, it has been impossible to insist on a high standard in any one of these matters. Perhaps, on the whole, fewer fail in grammar than in intelligence. Several fail from want of fluency in reading. In the matter of intelligence I have had reluctantly to lower my standard, and I am now content to take almost anything in the way of a muttered answer. Still, I insist on *something* in the way of an answer, and will do so long as the present Code is in operation.

"I find so many schools where there is reasonably smart answering, that I can see no reason why the like should not be expected in schools 'similar and similarly situated.' In Standard I. a pass of 95 per cent. in reading does not accentuate the distinction between two schools, in one of which the reading, except in the case of two or three dullards, is smart and pleasant throughout the class, while in the other the mass of children just manage to stammer through on the verge of a failure. Similarly, in Standard IV., a pass of 80 per cent. may either signify a great deal of intelligent oral answering or explanations extorted by patient questioning and re-questioning till the Inspector may well wonder if the boys are creatures of the same species with those he examined the day before in the next street or the adjacent parish.

"Now, though I have objected to cramming and pressing in order to secure a high pass in Standard I., the same objections do not apply to smart oral drilling of Standard IV., or, indeed, of any standard. But so long as teachers during their training are crammed as the young of pigeons are fed, so long will many of them have that natural spontaneity, which might have made them good oral drillers, depressed.

Writing. "There is much variety here. It is a pity but that some grant could be made to depend on handwriting alone. At present the matter is mixed up with spelling and composition. In several cases I have had to note that the lower standards have not been supplied with suitable copybooks. In a large school I had lately to point out that Standard VI. should write in a less laborious way. The teaching of drawing must help to conduce to neatness in work, but if teachers are not on their guard I am afraid that it may tend to prevent pupils from acquiring at the end of their course an easy current hand.

Arithmetic. "I have nothing particular to add to the remarks I have already made. I fancy that my oral catechising of Standard III. is beginning to bear fruit but slowly. Not long ago when I asked this standard to divide (mentally) 50 by 2 I got the cheerful answer, '20 and 30.' If I ask how many days there are in June and July put together, a great proportion of the class either keeps silence or gives any answer but the right one. Since this happens, even when the class is making a good pass in arithmetic, it shows that there is something wrong somewhere. 'Fingering,' for which the clerk of the school board of Glasgow pleads so pathetically, is not confined to Standard I. I am trying against it the effect of personal remonstrance rather than official prohibition.

Grammar. "Under the New Code it will be more practicable to test this matter orally as a class subject. At present, if the class is at all large, I find that the best way of securing a uniform test is to prescribe a short exercise to be done on slate or paper.

History and *Geography.* "I protest earnestly against the separation of these subjects which is suggested by some. The one is simply an arrangement of facts under the form of time, and the other an arrangement under the form of space. Without going into metaphysical or transcendental deductions of these categories, it is at least clear that for our experience they are inextricably entangled. Such a question as, 'Where are the following places and what happened at them?' is a reasonable one for Standard V. or Standard VI. The position of (say) Flodden should be held in the mind along side of the fact of the battle. All this seems to be recognised by the sensible publishers who incorporate in their reading books maps of the country and plans of battle fields. Of course, in the case of history there is an element of moral causation which cannot be ignored, and in the case of geography an element of physical causation. But

Digitized by Google

one does not expect a boy of 12 to trace the political ideas working through the 17th century, or explain the geological reasons for the upheaval of certain mountains and for the fact that the River Tweed takes a certain course. If he knows the external links of events; if he knows that the Eildon Hills were *not* split by the necromancy of Michael Scott; if he knows that the river flows in a certain direction down hill he does well. The last-named piece of knowledge is not to be lightly taken for granted. Ask a boy what towns he will pass sailing *down* the river Clyde from Glasgow, and he is, or used lately to be, apt to answer Rutherglen. Press the question, try to put him on his guard, and he will say 'Hamilton.'

Mr. Struthers:—

"In elementary subjects the highest pass is obtained in writing. Reading comes next, while arithmetic is lowest, and yet I am inclined to think that of the three arithmetic is, as a whole, the most satisfactorily taught. Several causes contribute to produce a larger per-centage of failures in arithmetic. For one thing, in this district at least, by far the greatest proportion of failures occur in Standard V., and when this weakness manifests itself almost uniformly even in the best schools, it indicates pretty clearly that requirement is treading closely on the heels of capacity. Again the result of instruction in arithmetic depends less absolutely on the teacher than in reading. In the arithmetic of the upper standards, at any rate, a certain modicum of independent thought on the part of the pupil is requisite, which no amount of instruction on the part of the teacher can replace. Some teachers, it is true, have a greater capacity for awakening the power of thought in a pupil, but there is reason to suspect that absolute incapacity to think is much commoner in children than incapacity to imitate. Accordingly, I am inclined to think that in the better schools the attainments in arithmetic verge on the limits of the possible.

"It is far otherwise with reading pure and simple. In a considerable proportion of schools it may be safely affirmed that no attempt is made to teach reading as distinguished from the mere naming of words. The formation of a good style of reading in a school is largely a matter of imitation. Persistent model reading and the careful imitation of the teacher's intonation by the children in the junior standards will in time reform even the most vicious style. There can be no doubt that in the earlier stages of school life reading is the all-important subject. The power of imitation is then strong and permanent habits of enunciation and intonation are formed, which, if bad, can only with the utmost difficulty be eradicated.

"Writing, again, is a subject which, judging from the per-centage of passes, would seem to be well taught. The per-centage is a high one, and what failures there are, as a rule, are really failures in spelling and composition. Of these two subjects which have to be considered jointly with writing, the former is usually well taught, the latter only fairly. Some improvement in the latter might be expected if analysis and composition were taught more frequently in conjunction with each other, *i.e.*, if the knowledge of the structure of sentences gained by analysis were brought to bear on the composition of other sentences, a new sentence being formed by the pupil on the model of every one analysed. Too frequently at present analysis is treated as a mysterious operation, which has no practical relation to anything else."

Mr. Whyte:—

"Among the elementary branches reading has made the most conspicuous improvement during the past year. The schools are neither few nor far between in which the old, listless, monotonous jog-trot of words holds wonted sway, but I am glad to be able to report that in a greatly increased number reading has already reached a high degree of excellence, particularly in the junior classes, while in many others hearty efforts are being made to raise this subject to a satisfactory level of efficiency. In the van of progress are, as was to be expected, the schools in the larger centres of population where a teacher to each standard is the rule, and, among these, the schools under the management of the Aberdeen Board, though they are equalled or even surpassed in individual instances elsewhere, deserve, as a whole, to be singled out for special commendation. It is astonishing, however, how often really charming reading is to be met with in out of the way corners and amidst the most Reading.

Digitized by Google

unpromising surroundings. Evidently in this, as in other matters, where there's a will there's a way. The advance made is very gratifying, but there is still abundance of room for improvement, and now that the subject is about to be disjoined from grammar, with which in the more advanced standards it has hitherto been linked for a pass, a rise in the higher qualities of modulation and expression may be reasonably expected. But I would like here to point out that though the finer qualities of reading are not so common as is desirable, or even as they might be made with a very little effort, the fact is not to be lost sight of, that the children leaving our schools carry with them a facility in reading sufficient to make the exercise a pleasure to themselves if not to others. The power to read creates an appetite for reading, and for the satisfying of this appetite there is abundance of good cheap literature in the market, but very little trouble is taken to direct our school children towards it. The need for some directing power is made too painfully evident by seeing every message boy on the street devouring the worse than worthless garbage contained in his favourite 'penny dreadful.' There should be a library in every school, and the dreary monotony of home tasks might be very usefully broken by the occasional perusal of some stirring healthy narrative of travel or adventure. There is no need to enlarge on this subject, as the only possible objection that can be urged is the financial one, and how slight this is can be estimated by the marvellous cheapness of the different series of books by competing publishers. The expenditure of a few pounds by a school board would provide a choice selection of the best works of our standard authors, and how could a few pounds be more profitably spent?

Writing. *Writing* stands exactly where it did. There is the same admixture of merit and demerit, of carefulness and carelessness, in one school elaborately executed specimens and in the next scribbling at will, but in the majority a more or less satisfactory 'hand,' which, if marked by no particular beauty of form, is at least thoroughly legible. Perhaps the most noticeable defect is the too frequent lifting of the pen. A style of writing in which the letters are so formed and joined together that the complete word can be written without a break of any kind is less likely to degenerate into a scrawl when the necessity for speed becomes by-and-bye more clamant. *Spelling*, which in the Code goes hand in hand with writing, is the one subject in which our elementary schools admittedly out-distance those of a superior grade. The dictation exercises are, for the most part, 'without any other mistakes than must in 'fairness be attributed to the unreasonable character of our orthography,' and they are generally free even from these. *Composition*, which in the 5th and 6th Standards is joined to penmanship and spelling, cannot be reported on so favourably. Weak attempts at reproducing the *ipsissima verba* of the opening sentence of the story read are not so frequent as formerly, but the test exercises often show that the writers of them have but a very feeble grasp of the principles of sentence making. The aid derived from analysis in the teaching of composition is too often overlooked. Subjects are not infrequently separated from their predicates by a full stop, or are left without any at all, while the parts of speech are tossed about in utter defiance of all the rules of syntax. The want of power to write correctly a sentence of more than one clause is so common that in many cases the children have been evidently forbidden under pains and penalties the use of relative pronouns or conjunctions under any circumstances whatever, and so the narrative read is given back in a series of jerky disjointed sentences, all possibly grammatically correct, but having no connecting link of any kind. If children were trained during the whole course of their school life to give their answers to all questions in complete sentence form, and not simply in single words or scrappy phrases, which, though indicating correct knowledge, leave so much to be supplied by the listener, the difficulties of teaching composition would be materially lessened. I have here alluded to defects which are widespread, but I must add that there are not a few schools in which composition is taught with a success which leaves little to be desired.

Arithmetic. "The most noticeable feature in *arithmetic* is the greatly increased percentage of failures in the two senior standards. Teachers have been as anxious and hardworking as ever, the subject has been taught with as much zeal and ability as formerly, but still the tabulated results are much lower than in previous years. Only one cause can be assigned for this—the increased

Digitized by Google

severity of the lately-issued uniform test cards. They are certainly more searching than those hitherto used in this district, and have proved quite beyond the grasp of a large proportion of the children to whom they were presented. Only the very best schools have come through the ordeal unscathed, but the extra straw has told most heavily in the smaller schools in rural and fishing localities. Whether this is a merely temporary 'backwardation' due to the sudden change in the style of the cards, and teachers being now forewarned and so forearmed may be able to cope successfully with the difficulty, or whether the increased burden will continue to prove too much for the heavily handicapped schools where its full weight has been so sorely felt must be left to be determined by the experience of another year. In the junior standards fingering is somewhat less common than formerly, but is still far too prevalent. It has its source in the feverish eagerness of teachers to secure at all hazards a hundred per cent. pass or as close an approximation thereto as possible, and as long as the coveted goal can be reached by this means, however objectionable it may be, the future good of the pupil will, in too many cases, be remorselessly sacrified to present illusory gains. But now that under the New Code *method* and *speed* are to be restored to their rightful position, and have their legitimate influence in determining the award, it may be confidently anticipated that the work done in the initiatory stages, if not so faultlessly accurate, will be of a much healthier type, and will form a much better preparation for the more complex operations in the higher standards."

Mr. Dey :—

"The changes in the New Code are so radical that any criticism in detail of subjects examined under the old would be out of place. But I must remark on reading were it only to sound the alarm. This subject has been steadily deteriorating all over my district. The only cure would be the desperate one of failing whole standards, for it is impossible to fail individuals without marked injustice to them, as all are pretty much alike. In a few schools, chiefly Roman Catholic, the reading is very satisfactory—articulation distinct, pronunciation accurate and easy, emphasis correct, with a general fluency running through the whole performance. This subject, it is to be hoped, will greatly improve under the New Code. There is no other subject of equal importance.

"Composition of V. and VI. is another subject that requires attention. Very few pupils get beyond the elements—disjointed, short, simple sentences, with hardly any attempt at punctuation, even the period. There is seldom a moderately long complex sentence that is not confusion, especially as to the pronouns. This subject is next in importance to reading."

Mr. Andrew :—

"I am unable, in view of the short time I have been in the district, to speak in other than general terms of the quality of the work done in the schools. Wherever I have been, however, I have found the teachers energetic, painstaking, and thoroughly interested in their work.

"Writing all over seems a very strong point. Arithmetic is generally sound and accurate up to the 3rd Standard, but from the 4th upwards, and very markedly in the 5th and 6th, the per-centage of pass in this subject is low. The uniformity of test throughout the country has not, in Banffshire at least, brought about an arithmetical millennium. Reading I find generally passable, but I am of opinion that there is much lee-way to be made up in a good many schools in the direction of distinct articulation and intelligent grouping of words. The separation of grammar and explanation of subject matter from the reading test in the New Code I hail as a great improvement, and I have no doubt that this will soon result in a marked rise in the quality of reading in all inspected schools.

"It seems matter of regret that school libraries are not of more frequent occurrence. A library well stocked with the best fiction, travel, adventure, and natural history, and under the supervision of a cultured head master, more than anything else would tend to raise the general intelligence of the upper section of a school." School libraries.

Digitized by Google

Singing and sewing.

Singing and sewing call for little comment in view of the amended regulations, which will secure, or at least reward, systematic instruction in both subjects.

Mr. Sime:—

"The schools that really can sing are in Inverness. Not that good singing is not heard elsewhere—far from it—but Inverness, which is almost entirely under the charge of Mr. Roddie, stands head and shoulders over everything else."

Discipline.

"Order is heaven's first law, and without order no school can expect to prosper. In the many small schools in the district only an absolutely incompetent teacher could fail to preserve excellent order, and so the number of schools that have earned the highest grant is large. In the larger schools it has been found much more difficult to appraise the discipline, and it is in these that higher or lower grant has been most frequently recommended with hesitation."

Mr. McLeod:—

"Although I have seldom to complain of bad discipline in the schools of my district, I regret that teachers are not more alive to the value of superior discipline as an aid to all other work. When children are seen emerging from seats in packed disorder, or rushing into school helter skelter at the sound of the bell, or keeping up a gossip with their neighbours during examination, it is obvious that love of order is not a prominent characteristic of the master. And just as he is not offended by deviations from good order, he becomes indifferent to the economising of his own energies. When the movements of the pupils and their physical bearing are not properly controlled, their attention is likely to wander from that on which it should be concentrated; and the instructor will find that, instead of commanding once, his instructions must be repeated. An efficient master soon establishes good order in his school: and once established it is carried on spontaneously. A case may occur where the master is a good disciplinarian, but deficient in the judgment which regulates instruction aright. If his aim is too low regarding what children can learn, or if he strives to accomplish too much, the discipline of the school as such will demand his constant attention."

Mr. Muir:—

"I find the children, as a rule, quiet and orderly at their work. The chief complaint I have in this matter is, that when a class is arranged in a semicircle before me for oral examination, the children will crowd upon one another in the most higgledy-piggledy way, and continue doing so in spite of repeated remonstrances. This sort of thing is very common."

Registers.

The increasing proportion of grants depending simply on the average attendance makes it more than ever needful to secure absolutely trustworthy registration. The rigid scrutiny to which registers are henceforth to be subjected cannot fail to expose and remedy lingering cases of irregularity.

Mr. Muir:—

"I have no complaint to make in the matter of registers."

Mr. Sime:—

"The cases in which irregularities in the keeping of registers and log books have been discovered this year are over average. It is unfortunate that managers do not exercise a more vigilant supervision over these documents. Even when frequent visits are paid by them they often omit to check the registers and record the result of their investigation in the log book.

"I may say here that it has been matter of regret for me that managers so seldom meet me on the day of inspection. I have done everything in my

Digitized by Google

power to remove a widespread fallacious notion that their presence is objected to, but, in spite of all effort, *non sunt inventi*. I hope that in the coming year, when the New Code takes charge, they may meet me more freely than in the past, as it is most desirable that many points should be amicably discussed between us."

Mr. Struthers :—

"It became my duty while in Orkney to inquire somewhat minutely into the mode of obtaining the statistics given in connexion with the Highland grant, and the course of that inquiry revealed a state of matters with respect to registration which was not altogether satisfactory. Actually fraudulent registration is, I believe, extremely rare, but in two cases the irregularity was so flagrant as to call for a special report, and in very many of the schools visited there was evidence of a negligence and want of attention to details to such an extent as to seriously impair the confidence one would like to have in the thorough reliableness of school statistics. The general faults were, neglect to mark the registers at the proper time, anticipating afternoon attendances in the forenoon, omitting to sum up the daily attendance—occasionally for a fortnight, or longer—and almost universally the rule in Circular 65, which lays down that no blanks shall be left in the attendance register, was disregarded. The latest instructions on the subject will justify inspectors in spending more time on registers than has perhaps been the custom hitherto, and this in turn may lead to more careful registration. Visits without notice, too, have for perhaps their least important result a tendency to foster habits of accuracy. But in Orkney visits without notice can only be made with much trouble and at considerable expense, and in such districts it might prove a more efficient check to send for the registers of a school here and there, at uncertain intervals, for examination by one specially skilled in the work."

School dinners have been instituted in a few additional localities, but the difficulty of making them self-supporting operates against their general introduction. School dinners.

Mr. Sime :—

"When I last made reference to this subject, Kinlochluichart (a very small school) was the only school in the district that had any provision for feeding its clients at the dinner hour. Now other six schools of medium or large size, viz., Ullapool, Abernethy, Marybank, Tarradale, Dingwall, and Mulbine make such provision. I am much interested in this movement, and have made inquiry with a view of discovering (1) how far the scheme affected attendance; (2) how far it was self-supporting; (3) the sources of revenue other than children's payments.

"I have received information regarding all the schools named above. As to the effect on attendance, opinions differ, some saying there is none, others that a certain increase has followed the institution. It seems agreed that the afternoon work is more heartily done. In no case do these dinners pay their way, the nearest approach to solvency being made in Dingwall, where the charge is higher than in the other schools. The usual sources of revenue outside the ½*d*. per child and 1*d*. per family usually contributed by the scholars are concerts and subscriptions. To the latter proprietors, farmers, and shooting-tenants seem to subscribe liberally.

Specific Subjects.

The specific subjects are shown in the Appendix in detailed form for each district of the division, but the subjoined table gives the aggregate presentation, and exhibits at a glance the extent to which the respective subjects have been taken up. To facilitate comparison alike as regards progress and direction the figures for the preceding year are placed alongside.

Digitized by Google

Year.	Mathematics.	English.	Latin.	Greek.	French.	German.	Mechanics.	Chemistry.	Animal Physiology.	Light and Heat.	Magnetism and Electricity.	Physical Geography.	Botany.	Agriculture.	Domestic Economy.	Totals.
1885	791	6,823	1,469	154	728	43	1	12	358	34	4	2,943	37	113	5,250	18,769
1886	1,204	9,814	2,305	154	1,164	99	0	8	212	33	30	3,802	44	195	9,835	25,896

Advance in specific subjects.

A comparison of the two years reveals distinct progress along almost the whole line. Forfarshire, a county which has hitherto made rather a poor show, is mainly to be credited with the rise in the presentation in Latin, while Banffshire, which was honourably noticed last year, maintains its pre-eminence for classical proficiency. Mathematics participates in the general advance, but there is still a dearth of entrants in the third or highest stage. As the foundation of most of the sciences, its study is more or less helpful to all, and it is a pity it should be crowded out by flimsier rivals. Give us mathematics and drawing, and we have got the best, if not indeed the only, preparation an elementary school can give for scientific and technical culture.

The popularity of literature has resulted in its transference to the category of class subjects. To send physical geography after it would both promote its own greater diffusion and give a fairer field for the cultivation of the so-called university subjects. So long as the stiffer subjects are handicapped in the struggle for grant-earning passes it is idle to bewail the limited extent to which university preparation is carried. It should, at the same time, be borne in mind that secondary schools, at least in the Northern Division, are few and far between, and that the elementary schools are as yet the only organised substitutes.

Mr. Robertson:—

"There is little change in the number or variety of the presentations in specific subjects during the past year.

"In many of the larger schools and a goodly proportion of the smaller, precise and intelligent work is met with year after year. But the disastrous results which so inevitably follow indiscriminate presentation in these branches in weakly staffed rural schools with unsteady attendance do not seem to have a sufficiently deterrent effect.

"Both for its own sake and for the sake of that superior tone which, though it eludes definite statistical estimate, pervades a school where proficiency in more than elementary branches is competently attempted, well informed and educative teaching of specific subjects is to be welcomed everywhere, and I should sincerely regret the absence of such higher work in some of my remote schools. But creditable attainment in the indispensable elementary branches must not be risked or sacrificed in the hurried and often intermittent study of a pretentious array of specific subjects.

"The characteristics of this class of instruction appear from a perusal of the Blue Book reports to be the same all over the country. English literature, physical geography, and domestic economy are the most favoured subjects.

"In the first, the text is generally accurately repeated, but is doled out with stereotyped cadence; explanation is usually ready, if sometimes rather formal;

Digitized by Google

paraphrasing is often decidedly good; derivation, even in its simplest essentials, is, for most part, disappointing; and a fragmentary knowledge of the history and construction of the language is the rule.

"A slow improvement in the teaching of this attractive subject is noticeable. Globes and illustrative diagrams are more in use than formerly, and less reliance is placed on mere definition and verbal description. This is as it ought to be in such an objective study. The requirements in the three stages might be recast with advantage; the first stage should be simplified at the expense of the second, and should include some general knowledge of the form and size of the earth and its motions. Physical geography.

"Learning by rote appears to survive all discouragement here. Strange to say, this objectionable feature is seldom less marked when the teaching is in the hands of a female. The results conclusively prove that there is a great deal of perfunctory instruction. Domestic economy.

"The composition and nutritive value of food (Stage I.) might be more profitably studied in connection with "food and its functions" in Stage II.; and the treatment of the dwelling, &c. would, in the simple manner in which it is generally presented in the ordinary text-books, be more congenial in Stage I.

"Of the languages, Latin and French are the most popular; in Greek and German there is only a handful of presentations. Being generally taught to selected pupils these subjects give on the whole, and in view of their comparatively great intrinsic difficulties, fairly satisfactory results, especially in the earlier stages. A sound knowledge of accidence is not uncommon; translation is well rehearsed; but composition is a weak point. Some very thorough grounding in mathematics is met with, notably in Caithness schools.

"Gaelic has been added in a sort of informal way to the subjects of the Fourth Schedule. A tentative syllabus of instruction, with the usual graduation in three stages, was drawn up last year, and on the first of these stages the inspection this year proceeded. The stages include alternative secular and scriptural prescriptions, a novelty rendered necessary by the scarcity or rather non-existence of appropriate secular text-books. Of course, the examination, when scripture is professed, is on purely linguistic lines.

"Ten schools presented a total of 103 scholars and the passes scheduled were 88. Only in one school was the secular prescription attempted, and the results in that case were the best of all. As the ability to read Gaelic is easily acquired by natives who can read tolerably easy English prose the mere reading was almost in all cases passable. The text was also fairly understood and explained in English, and a moderately satisfactory knowledge of rudimentary grammar was elicited."

Mr. Sime:—

"Specific subjects are taught in many schools in the district, in too many I say without the slightest hesitation. In far too many instances have I had to point out that the ordinary and paramount work of the school has been allowed to lapse into weakness in consequence of an ill-judging ambition on the part of the teacher—for managers really take little to do with specific subjects—or a discreditable desire to reduce the school to a money-making machine. I need only say that the favourite subjects where choice is allowed are English literature, as it is called, and physical geography.

"In English the lines are known well enough. Failures arise in the several stages from causes other than ignorance of text. These causes are perfectly manifest and admit of being clearly stated. Sometimes the words are not understood individually; and sometimes, when they are so understood, the meaning of a few of them combined is unknown. This applies mainly to the first stage. In the second stage, while paraphrasing is frequently inferior, the mass of failures is caused by the neglect of the study of 'derivation.' In the third stage the great drawback is ignorance of the 'history, &c.' of the language. English literature.

"A decent per-centage of pass has been secured in this subject. It is one of great interest and value, and its popularity is most gratifying. Certain points in the programme do not receive the attention they deserve, and on Physical geography.

Digitized by Google

these I hardly ever get satisfactory answers. I may mention them in detail. I frequently fail to elicit a proper explanation of the phenomenon of wind. The '*saturation point*' is never understood. The old theory of *dew* is rarely mastered, and I have come across no pupil (or teacher either for that matter) that had any knowledge of the new. 'Why are there *two* tides a day?' is too often a poser. And it is not often that the position of the axis of the earth with respect to the plane of its orbit is thoroughly comprehended.

Other science subjects and modern languages.

"These are so sparsely cultivated as to call for no comment. The same remark holds good as to modern languages.

University subjects.

"The university subjects, as they are called—Latin, Greek, mathematics—are studied in a few of the largest schools, and, where special reasons exist, in some of the smaller; but the whole number of pupils engaged on them is comparatively small. Tolerable proficiency is generally shown, except in the turning of English into Latin.

Gaelic as a specific subject.

"A few schools have offered Gaelic as a specific subject; the pupils offered numbering in all 39. The conditions of examination are of a most unsatisfactory nature, as no curriculum is prescribed, and managers are invited to submit a graduated scheme to Her Majesty's Inspector. I have never seen a graduated scheme, or had an interview with managers on the subject; but I have not on that account refused to examine pupils (as I probably ought to have done), nor have I declined to accept any scheme for the first year's work offered to me.

"The schools that have put forward pupils in Gaelic are, Raining's school, Inverness, and the Schools of Cross, Shawbost, and Valtos in the Lews. The latter three based their profession on the schedule submitted to their Lordships by Her Majesty's Inspectors, taking advantage of the Code arrangements, as was quite natural, to curtail it somewhat. All three chose the alternative of scripture for reading and repetition. They read, spelt, and translated very fairly, and the psalms professed were generally well known; they had little knowledge of grammar. There is little doubt that in these cases the subject was taught solely that an addition to the grant might thereby be made.

"Raining's school is on a different footing. The pupils therein offered are recruits from all parts of the Highlands, who are preparing for college in the secondary department of the school, a class altogether superior to the ordinary elementary pupil. Their teacher takes a great interest in philology, and is probably the only teacher in the Highlands competent to teach his lads the *true* value of the language. Here part of the other alternative, or work analogous, was offered, and a highly satisfactory appearance was made. The master informs me, however, that he is never likely to be able to offer any stage higher than the first, as the lads presented are just about to leave for college.

"It is a curious incident that while the whole secondary department went about all other work in serious and business-like fashion, and maintained an otherwise admirable demeanour, the Gaelic part of the examination seemed to excite a sense of humour, the manifestation of which they found some difficulty in repressing."

Mr. Macleod :—

"There is no great change to speak of either in the amount or quality of the work done in specific subjects. The presentation in 3rd year Latin and Greek was larger than in the previous year, but the increase is not such as to show that the schools of my district are devoting more time than formerly to university subjects. The difference in the numbers presented in 3rd year Greek is caused principally by the number qualified in Milne's Institution, Fochabers, which usually presents more than all my other schools put together. Teachers who are capable and earnest inform me that the work required for third year Latin is too great if taken by boys at the end of three years' preparation. Four years they think is not more than sufficient for the work of translation setting the version aside altogether.

"I regret that no school board in my district has instituted practical lessons in cookery, but I am in hopes that the Elgin Board may take the initiative in this important matter at no distant date. We have now been dealing long enough with the theoretical stage of domestic economy; and a step in advance ought now to be taken with a view to preparing girls to

Digitized by Google

begin practical cooking at their own homes or elsewhere immediately on quitting school."

Mr. Andrew :—

"A very marked feature of the district is the extent to which the old university subjects of classics and mathematics continue to be cultivated. The table of statistics shows that 10 are presented in the 3rd stage of Greek, 63 in the corresponding stage of Latin, and 13 in mathematics. These numbers, however, do not convey any adequate idea of the actual number studying these subjects at a stage of advancement very much beyond what even the 3rd year under the Code implies. The fact that such schools as Keith, Banff Burgh, Fordyce, Aberlour, Dufftown, Tomintoul, Macduff, and occasionally Rathven and Buckie Public, continue to send up pupils directly to the University through the channel of the bursary competition is the best evidence which could be adduced of how the old disciplinary subjects still maintain a firm footing in Banffshire.

"I have been particularly struck with the contrast in this respect between Banff and the neighbouring county of Aberdeen. The conditions stipulated for by the Dick Bequest Trustees, in connexion with the payment of their allowance to a schoolmaster, lead to exactly the same class of men being appointed to the Aberdeenshire as to the Banffshire schools, and the schools in both counties are visited by the Inspector of the Dick Trustees. Yet I can state as a matter which has come under my own observation, that the university studies have, with one or two exceptions, all but died out of the Aberdeenshire schools. I think the explanation lies chiefly in the great boon which Banffshire enjoys in the Greenskares bursaries, and in a less degree in such foundations as the Redhythe and Smith Mortifications at Fordyce.

"The re-organization of the latter under the scheme which has just been issued by the Endowment Commissioners cannot fail to stimulate still further the pursuit of higher studies within the county. By this scheme under which the Redhythe, Smith, and Stuart funds are amalgamated and placed under one governing body there should be, speaking roundly, a free annual revenue of 1,000*l*."

Mr. Whyte :—

"There is little new to add in regard to specific subjects. There are few schools in which one or more of them are not professed, and the number of presentations is ever on the increase. This, however, must not be taken as arguing any great craving for secondary instruction, for a glance at the tabulated results will show that the branches generally selected are not those which pave the way towards the university, nor those which are best calculated to smooth the path of a pupil destined for trade or commerce, but those which lend themselves most readily to class teaching, and in which a pass can be secured with the minimum of effort. The very excusable desire to gain as large a grant as possible is the prime mover in the intense activity here displayed, and much good is the outcome of it where the staff is strong enough to overtake the extra work without in any way neglecting the ordinary and more essential branches, but the spirit of emulation between school and school is so keen, and teachers are so apt to think that their professional status suffers if they do not enter the race for 'specifics,' that many of them are constrained against their better judgment to burden themselves with work which can only be successfully accomplished at the serious risk of impairing the efficiency of the all important standard subjects. Literature and physical geography, which have been found by experience to give the greatest return for the labour expended, have no competitors for popular favour if the extent to which they are taught be the measure of popularity. These subjects become in the hands of a skilful teacher instruments of undoubted educational value, and are so in many of the schools which I have visited, but their proper place is as class and not as specific subjects. At present they virtually exclude instruction in the more distinctly secondary branches. Languages and mathematics are taught here and there to individual pupils, but principally in the initiatory stages, and the Code requirements are on the whole successfully mastered. Natural science is rarely attempted, and still more rarely is it well taught. This is not as it should be. Technical education is the question of the immediate future if not

Digitized by Google

of the present, and any technical education worthy of the name must be reared on a sound scientific basis. Considering the very generous terms on which apparatus and appliances of all kinds can be obtained from South Kensington, proper equipments for the teaching of science should be in most of the larger schools, but the only two which I have seen so furnished are Peterhead Academy and the Middle School, Aberdeen, in both of which valuable work is being done among the senior scholars as well as in evening classes where young men have the privilege of being prepared for the examinations of the Science and Art Department. An extension of teaching in this direction is one of the wants of the district."

Mr. Muir:—

"In Shetland the numbers examined are too meagre to warrant any generalisations.

English. "I can hardly recall any instances of tasteful recitation. The repetition ought to be on the same level as the reading, *i.e.*, 'intelligently' in Standard IV., 'with expression' in Standard V., &c. But this is not prescribed in the Fourth Schedule, and, were it insisted on, very few would pass at all. The masterpieces of Scott, Goldsmith, &c. are droned or gabbled, and a boy will have little temptation in after life to recur to a poem associated with a dingy tract-like booklet, and mechanically crammed meanings. Meanings of words are very fairly known, but in the matter of 'allusions' one has to be very lenient. Take 'Marmion,' Canto VI., for example. The words 'palfrey,' 'peer,' 'portcullis,' 'plume,' 'portentous,' 'pennon,' &c. will be explained—after a sort—readily enough, but if you ask the class to explain the line—

'Let the hawk stoop, his prey is flown,'

there are great chances that you will throw the class out. It does not seem to occur to teachers to make the scholars read through the whole of a poem like 'Marmion' or the 'Lady of the Lake' (neither of them long), that they may have a glimmering notion as to what their prescribed 200 or 300 lines are about. In a school lately I was glad to find that the teacher had had the good sense to make a class go through the play of Julius Cæsar, as well as learn 300 lines thereof.

Domestic economy. "A very fair (book) knowledge of the way to wash clothing, or (Stage II.) to sweep out a room, now pervades the district. A somewhat vague knowledge about the classification and uses of foods may be found. Of practical cooking classes there are none. From what a clergyman lately told me, I fear that the making of porridge will become in some districts one of the lost arts. This is a most serious matter. Perpetual meals of tea and bread are not a proper diet for a working man, or for a sickly woman either. A girl lately wrote 'Welsh flannel is the best calico.' The statement is a contradiction in terms, but, all the same, it veils a truth of great importance on the east coast.

Latin. "The failures here arise from gross inaccuracy in grammar, rarely from incorrect translation of Latin into English.

Physical geography. "The failures here usually arise from bald answering, meagre or mechanical, that is to say—from a neglect of the note to the Fourth Schedule.

Animal physiology. "The pass (35) is entirely due to Brechin High School, where this subject has long been a creditable specialty. The presentation (38) is shared by another school. The pretence of animal physiology has, I am glad to say, flickered out. An intelligent knowledge of the structure of our bodies, and of some simple rules of health deducted therefrom, is a very desirable thing. Something of this sort should form a feature—not too prominent—in reading books. But lists of Greek names ill-spelt, mixed up with stupid, ill-spelt English, are no evidence of intelligent knowledge, and in this I am sure that Professor Huxley and Sir John Lubbock would agree with me, whatever their zeal for scientific education.

Mathematics. "Here, especially in one school, boys are presented who have little or no capacity for this kind of study. It is easier in this subject than in some others to determine definitely beforehand whether a boy has a chance of passing.

"The small presentations in French, agriculture, and botany call for no remark. The question of agriculture is coming to be a very serious one in this country. Whether good will be done by the cramming of twopenny text-books is very doubtful. The boys may go to their fathers' fields possessed of

Digitized by Google

that 'little knowledge' which is a 'dangerous thing,' and the ruin of the British farmer will be precipitated."

Mr. Struthers :—

"The most striking fact in connexion with specific subjects in this district is the comparative neglect of what may be distinguished as the university subjects. The Aberdeenshire schools have a traditional reputation for this kind of teaching, and it is a disappointment to a stranger to find that they are even as other elementary schools in this respect. This fact is all the more to be deplored, inasmuch as a large proportion of these schools are taught by graduates, in not a few cases distinguished graduates, who have passed the special examination of the Dick Trustees, and who benefit by a special endowment expressly intended to foster the teaching of the higher subjects in the schools of this district.

"It is true, as has been frequently pointed out, that it is much more difficult to obtain a pass in Latin, Greek, or mathematics than in such subjects, for example, as English literature and physical geography, and as the same grant is given for a pass in either, the teaching of the former is to that extent handicapped. But another, and, perhaps, more real cause of neglect, is to be found in the insufficient practical training of graduate teachers. Their want of training and their previous unacquaintance with the work makes it necessary for them to devote much more time and labour to the elementary subjects than might otherwise be needful, and the higher subjects are thus crowded out. They have no opportunity, in fact, for doing the work for which they are specially qualified, while the elementary work is, as a rule, more efficiently done by teachers of inferior attainments. It can hardly be doubted that three months' blindfold experimenting in a school under inspection is an altogether insufficient preparation for the work of teaching, and all would profit by a systematic course of instruction in both theory and practice. Such a course, extending over at least a year, might be taken at one of the training colleges either before or after graduation.

"A characteristic feature of Scotch national education has always been the intimate union in the same school of elementary and secondary instruction. It aimed at providing not only elementary but secondary education in every parish, so that promising pupils might have the benefit of the latter while residing at their own homes. Many children whose parents are unable or unwilling, even with the aid of local bursaries, to maintain them at a secondary school in a distant town, might be expected to profit by a system of secondary instruction thus brought home to them. At any rate to allow the parish schools to become purely elementary schools, and to provide for secondary education in special central schools, would be a costly and, probably, ineffective experiment."

I have the honour to be, &c.

R. OGILVIE.

To the Right Honourable
The Lords of the Committee of Council on Education in Scotland.

Digitized by Google

APPENDIX.

No. of District.		No. 1. (Mr. Dey.)	No. 2. (Mr. Muir.)	No. 3. (Mr. Andrew.)			No. 4. (Mr. Ogilvie.)			No. 5. (Mr. Robertson.)			No. 6. (Mr. McLeod.)			No. 7. (Mr. Sime.)		
Name of Subject.		Stages.	Stages.	Stages.			Stages.			Stages.			Stages.			Stages.		
		Not given.	Not given.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
1. Mathematics	Presented	385	46	114	57	13	166	60	29	67	32	16	66	26	11	79	30	7
	Passed	323	28	109	56	11	150	53	15	54	29	12	46	21	7	56	24	3
2. English	Presented	1,576	700	349	133	54	3,003	976	346	552	264	68	460	199	92	639	283	120
	Passed	1,191	583	312	122	52	2,475	825	298	425	202	52	335	153	75	531	206	85
3. Latin	Presented	674	114	174	71	63	346	190	65	129	57	24	108	58	32	125	61	14
	Passed	592	84	169	67	58	286	180	58	101	46	12	78	42	21	92	49	14
4. Greek	Presented	16	—	22	17	10	24	6	3	7	3	—	9	10	9	16	1	1
	Passed	16	—	22	17	10	24	6	3	7	2	—	8	9	9	14	1	1
5. French	Presented	415	23	66	37	19	253	132	48	43	11	6	34	18	8	35	14	2
	Passed	391	12	64	37	18	224	117	38	40	10	3	31	18	7	32	13	2
6. German	Presented	44	—	8	3	—	22	8	3	4	—	—	—	—	—	1	6	—
	Passed	18	—	8	3	—	22	8	3	4	—	—	—	—	—	1	6	—
7. Mechanics	Presented	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Passed	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
8. Chemistry	Presented	—	—	—	—	—	—	—	2	—	—	6	—	—	—	—	—	—
	Passed	—	—	—	—	—	—	—	2	—	—	6	—	—	—	—	—	—
9. Animal Physiology	Presented	—	40	1	38	—	32	23	—	1	2	—	44	18	7	6	—	—
	Passed	—	37	1	38	—	32	21	—	1	2	—	44	15	7	5	—	—
10. Light and Heat	Presented	—	—	26	—	—	5	2	—	—	—	—	—	—	—	—	—	—
	Passed	—	—	24	—	—	5	2	—	—	—	—	—	—	—	—	—	—
11. Magnetism and Electricity	Presented	—	—	—	—	—	30	—	—	—	—	—	—	—	—	—	—	—
	Passed	—	—	—	—	—	24	—	—	—	—	—	—	—	—	—	—	—
12. Physical Geography	Presented	133	64	329	261	147	813	439	182	280	104	48	299	187	47	212	199	58
	Passed	89	48	302	241	136	639	336	159	218	86	41	226	148	36	138	154	53
13. Botany	Presented	1	1	—	—	—	—	26	—	—	—	10	6	—	—	—	—	—
	Passed	1	0	—	—	—	—	17	—	—	—	9	5	—	—	—	—	—
14. Agriculture	Presented	—	10	12	—	—	81	11	24	—	2	—	8	24	—	8	1	14
	Passed	—	4	11	—	—	61	11	10	—	2	—	4	15	—	8	1	10
15. Domestic Economy	Presented	923	307	280	110	147	1,592	833	475	502	238	328	279	158	120	236	164	160
	Passed	736	213	233	92	133	1,268½	713½	410½	380	199	267	209	134	106	182	151	140½
16. Gaelic	Presented	—	—	—	—	—	—	—	—	103	—	—	—	—	—	32	—	—
	Passed	—	—	—	—	—	—	—	—	88	—	—	—	—	—	30	—	—

Digitized by Google

PART III. OF APPENDIX.

TRAINING COLLEGES.

SYLLABUS FOR MALE CANDIDATES.— DECEMBER 1887.

[*Changes from last year are printed in Italics.*]

The Examination for Certificates will commence on Monday, the 12th of December 1887, at 3 p.m.

N.B.—Acting teachers attending the examination may, at their option, take the papers of the first or second year, subject to the provisions of the following articles of the Code:—

Article 53.—Certificates are of four classes. No certificate is originally issued above the second class. The fourth (lowest) class includes special certificates for teachers of infants and of small schools.

Article 54.—Candidates who are placed by examination in the first division of the second year (Article 49), and graduates examined under Article 47 (*c.*), receive certificates of the second class, which can be raised to the first class by good service only.

(*a.*) Certificates remain in force for ten years from the date of their issue, after which interval they are open to revision according to the intermediate reports.

Article 55.—Candidates who are placed by examination in the second or third division of the second year, or in one of the first three divisions of the first year (Article 49), receive certificates of the third class, which can be raised by good service only.

Article 56.—Candidates who are placed by examination in the fourth division (Article 49) receive certificates of the fourth class.

Article 57.—Certificates of the fourth class do not entitle the teachers to have the charge of pupil-teachers.

Article 58.—Certificates of the fourth class can be raised only by examination.

Digitized by Google

Reading,* and Repetition from Memory.

(Acting teachers must read to the inspector at his annual visit to their schools. They are not required to recite.)

First Year.

To read with a distinct utterance, due attention to the punctuation, and just expression. Each student must have learned at least 300 lines of poetry from the work selected under English (section 2), *or, if the authorities prefer it, they may make up the number of lines by means of several short poems,* and will be called upon to repeat some part at the Annual Inspection of the Training College.

Second Year.

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences. Each student must have learned at least 300 lines of poetry from the work selected under English, *or, if the authorities prefer it, they may make up the number of lines by means of several short poems,* and will be called upon to repeat some part at the annual inspection of the training college.

Penmanship.

First Year.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from dictation.

3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in the subject.

Second Year.

As in first year, but defects more severely visited with loss of marks.

Note.—Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

School Management.†

First Year.

1. The methods of teaching reading, writing, and arithmetic, with special reference to the development of the intelligence of children.

---

* The students of the first year will be expected to read a passage from *Scott's Lady of the Lake, Byron's Siege of Corinth,* and Lamb's "Tales from Shakespeare"; the students of the second year from *A Midsummer Night's Dream and Addison's Sir Roger de Coverley, or from a Newspaper. The works must not be studied in class, but must be left to the private reading of the students.*

† Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. *A special paper (School Management, No. 2) is set for Graduates examined under Art. 47 (c).*

Digitized by Google

2. The form of school registers, the mode of keeping them, and of making returns from them. (This part of the paper is to be omitted by students of the first year, who are proceeding to a second year's residence.)

3. The training of the senses and of the memory, and the order in which the faculties of children are developed.

4. Notes of lessons.

*Second Year.**

1. To teach a class in the presence of Her Majesty's Inspector.

2. To answer questions on the following subjects :—
   (*a.*) The different methods of organising an elementary school, including the construction of a time-table.
   (*b.*) The form of school registers, the mode of keeping them, and of making returns from them.

3. The processes of reasoning; the order in which the faculties of children are developed; the formation of habits and of character;—all considered in their application to the methods of teaching and of moral discipline.

4. Notes of lessons.

5. Laws of health as applied to school premises, scholars, and teachers.

6. Educative work of Froebel.

ENGLISH.

First Year.

1. The elements of grammar.

2. To parse words selected from passages in the second and fourth of the selected books.†

3. To analyse passages from those books.

4. To write plain prose upon a given subject.

5. An explanation of the meaning and words in the selected passages.

Second Year.

1. To paraphrase passages from the first and third of the selected books.†

2. To answer questions on the language, style, and subject-matter of the work chosen for paraphrase.

3. To write plain prose upon a given subject.

4. General knowledge of a prescribed period of English literature.‡

---

* No student will be examined unless the Principal certifies that he has spent at least six weeks, or 150 hours, in the practising and model schools, under proper superintendence, during his residence, and at least half that time during his second year.

† In 1887 the selected books will be Shakespeare's Hamlet, Milton's Lycidas, Bacon's Essays, XXVI. to end, and Addison's Sir Roger de Coverley (as extracted from the Spectator); *in 1888 Shakespeare's Julius Cæsar, Milton's Comus, Bacon's Essays, I. to XXV., and Johnson's Lives of Milton and Swift.*

‡ *In 1887 the prescribed period will be the eighteenth century; in 1888, from 1800 to 1850.*

Digitized by Google

Geography.

First and Second Years.

The geography, physical, political, and commercial, of the British Empire.

Map drawing confined within these limits.

History.

First and Second Years.

British History from the year *1760* to the year *1880*.

Arithmetic, Algebra, and Mensuration.

First Year.

1. To work arithmetical sums, both mentally and on paper.

2. To prove and explain the rules.

The figures should be well formed and the work methodically arranged as a good model for children to imitate.

3. To answer simple* questions, both theoretical and practical, in algebra, and the mensuration of plane surfaces.

Second Year.

More difficult questions,* and problems, in algebra, and mensuration.

Geometry.

First Year.

The first *four* books of Euclid, with simple deductions from the propositions and easy geometrical problems.

Second Year.

As in the 1st year, with the addition of the Sixth Book and Euclid's definition of Proportion, with simple deductions from the propositions and easy geometrical problems.

Political Economy.

Second Year.

Elementary questions in political economy.

---

* In algebra, the students of the first year should understand the four simple rules, involution, evolution, common measures, common multiples, algebraic fractions and surds, ratios and proportions, progressions and the solution of simple and easy quadratic equations, of one or more unknown quantities, or problems producing such. Those of the second year should, at least, add to this a knowledge of permutations and combinations, the binomial theorem, logarithms, interest and annuities, scales of notation, and the solution of more difficult equations or problems producing such.

In mensuration, the students of the first year should understand the measurement of every species of plane rectilineal figure and of the circle. Those of the second year should add to this a knowledge of the measurement of cylinders, spheres, cones, and a few irregular solids.

Digitized by Google

Vocal Music.

First Year.

(Staff-notation.)

1. Notes.
   Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. Transposition from one major key to another.
2. Time.
   The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures. Transcription from one time to another.
3. Terms in common use relating to expression, pace, and style.

(Tonic Sol-fa notation.)

1. Notes.
   The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c. The standard scale of pitch, and the relations (in pitch) of various keys.
2. Time.
   The accent of pulses. Two, three, and four pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.
3. Terms in common use relating to expression, pace, and style.

Second Year.

(Staff-notation.)

1. Notes.
   Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. Transposition.
2. Time.
   The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars). Transcription from one time to another.
3. Terms in common use relating to expression, pace, and style.
4. The compass and registers of the voices of men, women, and children; general rules relating to voice training.

(Tonic Sol-fa notation.)

1. Notes.
   The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key; bridge-notes and distinguishing tones.
2. Time.
   All the measures in common use. Division of pulses into thirds and quarters. Transcription by doubling or halving values. Accent and syncopation.
3. Terms in common use relating to expression, pace, and style.

Digitized by Google

4. The compass and registers of the voices of men, women, and children; general rules relating to voice training.

NOTE.—A paper on this subject is not given to any student, about to leave the training college, who has not passed the Musical Inspector's examination in practical skill. Acting teachers who take this paper must produce a certificate from some competent person that they have "such an amount of "musical skill, vocal or instrumental, as is sufficient for the purpose of "teaching children to sing from notes."

DRAWING.

[*N.B.*—This exercise does not form part of the December examination. Annual examinations, in drawing only, are held at each of the training colleges under inspection some time in November, and at the various local drawing schools in connexion with the Department of Science and Art, at times to be learned from the masters of those schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate under this syllabus.]

The series of exercises prescribed in the Art Directory* of the Department of Science and Art, drawing certificate of the second grade.

LANGUAGES.

1. Latin.	3. French.
2. Greek.	4. German.

Candidates may take one or two (but not more) of these languages. Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their college.

First Year.

This paper will contain grammatical questions, and easy passages† in prose (*in poetry as well as prose, in Latin*) for translation from and into English prose.

Second Year.

This paper will contain more difficult passages† (in poetry as well as prose), for translation from and into English prose, with questions upon the construction of particular sentences.

SCIENCE.

See Extracts from Minute of 17*th January* 1878.

At Whitehall, the 17*th day of January* 1878.

BY THE RIGHT HONOURABLE THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION.

1. The Lords of the Committee of Council on Education consider the subject of science instruction in training colleges. They believe that the time has arrived when a special examination should be instituted at

---

* For information respecting the examinations in Science and Art, and for copies of the Science and Art Directories, application may be made to "The Secretary, Science and Art Department, South Kensington, London, S.W."

† In 1887 the passages will be taken from Cicero De Senectute, Virgil's Æneid, Book XII., Xenophon's Anabasis, Book II., Euripides' Hercules Furens, Lamartine's Chistophe Colomb, Coppée's Le Luthier de Crémone, Meissner's Bilder aus dem Deutschen Leben, and Schiller's Wilhelm Tell. *In 1888, the passages for the 1st year will be taken from Cæsar de Bello Gallico, Book V.; Virgil's Æneid, Book I., lines 1–304, Xenophon's Anabasis, Book V., Lamartine's Jeanne D'Arc, Chapters VII. to XL., and Hauff's Die Karavane; for the 2nd year the passages will be taken from Cicero de Amicitia, Horace Odes, Book I., with a short passage of easy unseen Latin prose, Xenophon's Anabasis, Book V., Euripides' Hecuba, Lamartine's Jeanne D'Arc, Chapters VII. to XL., Racine's Athalie, Hauff's die Karavane, and Schiller's Maria Stuart.*

Digitized by Google

a period of the year better adapted to the training colleges than May; and that the nature of the examination and the payments made on the results should be modified to suit the circumstances of those colleges.

2. They therefore determine that in future a special examination in science shall be held in training colleges in December, immediately before the ordinary Christmas examination.

3. The examination will not be open to acting teachers. It will be held in those subjects only for which a special course of instruction s provided in the time-table of the college, and will be conducted by one of Her Majesty's Inspectors, or by an officer of the Science and Art Department.

4. No student in a training college will be allowed to attend the May examinations of the Science and Art Department.

5. The examination will be confined to the following subjects :—

1. Mathematics.
2. Theoretical mechanics.
3. Applied mechanics.
4. Acoustics, light and heat.
5. Magnetism and electricity.
6. Inorganic chemistry, including practical chemistry.
7. Animal physiology
8. Elementary botany.
9. Physiography.
10. Principles of agriculture.

6. No student will be permitted to take up more than two subjects in any one year. Women will not be permitted to take more than one subject in a year.

7. The examination, except for mathematics, will be based on the syllabus of the several subjects given in the Science Directory. But the two stages, elementary and advanced, will be treated as a whole—one paper only being set. These examination papers will be framed much as the present May papers are framed, that is to say, with a certain number of compulsory questions and a certain number of optional questions, some of the latter being more difficult, and more highly marked, than the rest. Questions will also be set on the method of teaching various branches of the subject. The syllabus for the mathematical examination is given in the Appendix.

8. The successful students will be placed in the first or second class, the standard for a second class being as high as that of a good second class in the present advanced stage, and for the first class of a good first class in the advanced stage.

9. All students who pass will be registered as qualified to earn payments on results and will receive certificates, but no prizes will be given.

Digitized by Google

APPENDIX.

Syllabus for Mathematics in Training Colleges.

Geometry—

All the propositions of plane geometry; including the doctrine of proportion, so far as it is treated in the definitions of the fifth and in the sixth book of Euclid.

Algebra—

Up to indeterminate coefficients and continued fractions.

Logarithms—

Trigonometry—

So far as it is required for the measurement of triangles, areas, heights, and distances.

Solid Geometry—

First principles, including the volume and surface of the right cylinder, cone, and sphere.

A student who passes in this subject will be registered as qualified to earn payments on results in stages 1, 2, 3, and 4 of mathematics.

N.B.—1. A student may not, in his first year, take up more than two subjects under the heads of Languages and Science, nor in his second year more than four.

2. A student who, at the end of his first year, passes with credit in history or geography, or both, may in his second year omit such subject or subjects.

3. A student who fails to pass with credit in either (or both) of these two subjects must take it (or them) up again in his second year, and may not, in that year, take up more than three (or two) subjects under the heads of Languages and Science.

4. A student will be required to present himself at the end of his second year for examination in any science in which he may have failed to obtain at least a second class at the end of his first year; such subject or subjects will be considered as the first of the science subjects in which he may be presented for examination.

Acting Teachers.

Acting teachers, who attend the Christmas examination, will receive additional marks for any two of the specified science subjects, in which they may have obtained a first or second class in the advanced stage or in honours at one of the May examinations held by the Science and Art Department.

Digitized by Google

SYLLABUS FOR FEMALE CANDIDATES.—
DECEMBER 1887.

[*Changes from last year are printed in Italics.*]

The Examination for Certificates will commence on Monday, the 12th of December 1887, at 3 p.m.

N.B.—Acting teachers attending the examination may, at their option, take the papers of the first or second year, subject to the provisions of the following articles of the Code:—

Article 53.—Certificates are of four classes. No certificate is originally issued above the second class. The fourth (lowest) class includes special certificates for teachers of infants and of small schools.

Article 54.—Candidates who are placed by examination in the first division of the second year (Article 49), and graduates examined under Article 47 (*c*), receive certificates of the second class, which can be raised to the first class by good service only.

(*a.*) Certificates remain in force for 10 years from the date of their issue, after which interval they are open to revision according to the intermediate reports.

Article 55.—Candidates who are placed by examination in the second or third division of the second year, or in one of the first three divisions of the first year (Article 49), receive certificates of the third class, which can be raised by good service only.

Article 56.—Candidates who are placed by examination in the fourth division (Article 49) receive certificates of the fourth class.

Article 57.—Certificates of the fourth class do not entitle the teachers to have the charge of pupil-teachers.

Article 58.—Certificates of the fourth class can be raised only by examination.

Digitized by Google

Reading,* and Repetition from Memory.

(Acting teachers must read to the inspector at his annual visit to their schools. They are not required to recite.)

First Year.

To read with a distinct utterance, due attention to the punctuation, and just expression. Each *student* must have learned at least 300 lines from the poem named under English (section 2), *or, if the authorities prefer it, they may make up the number of lines by means of several short poems,* and will be called upon to repeat some part at the annual inspection of the training college.

Second Year.

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences. Each *student* must have learned at least 300 lines from the play named under English (section 1), *or, if the authorities prefer it, they may make up the number of lines by means of several short poems,* and will be called upon to repeat some part at the annual inspection of the training college.

Penmanship.

First Year.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from dictation.

3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in this subject.

Second Year.

As in first year, but defects will be more severely visited with loss of marks.

Note.—Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

School Management.†

First Year.

1. The methods of teaching reading, writing, and arithmetic, with special reference to the cultivation of the intelligence of children.

---

* The students of the first year will be expected to read a passage from Scott's *Ivanhoe, Milton's Paradise Lost, Book I., or the Lay of the Last Minstrel.* The students of the second year from Macaulay's Biographies or from Milton's Paradise Lost, Book VI., *or a Newspaper.* The choice among these books is left to the discretion of the authorities of each college. The works must not be studied in class, but must be left to the private reading of the students.

† Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates.

Digitized by Google

2. The training of the senses and of the memory, and the order in which the faculties of children are developed.

3. To answer questions on the form of, mode of keeping, and making returns from, school registers. (This part of the paper is to be omitted by students of the first year, who are proceeding to a second year's residence.)

4. Notes of lessons.

N.B.—Special questions will be inserted in the papers for candidates who, coming from, or being about to take, infant schools, desire to obtain special certificates as teachers of infants :—

a. Method of teaching infants, and of conducting an infant school.

b. Notes of object lessons.

*Second Year.**

1. To teach a class in the presence of Her Majesty's Inspector.

2. To answer questions in writing on the following subjects :—

a. The different methods of organising an elementary school, including the construction of a time-table.

b. The form of school registers, the mode of keeping them, and of making returns from them.

c. The processes of reasoning; the formation of habits and character;—considered in their application to the methods of teaching and moral discipline.

d. The laws of health as applied to school premises, scholars, and teachers.

e. Educative work of Froebel.

ENGLISH.

First Year.

1. The elements of grammar.

2. To parse words selected from *Goldsmith's Traveller and The Deserted Village.*

3. To analyse a passage from the above.

4. An explanation of the meaning, words, and allusions in the poems.

5. To write plain prose upon a given subject.

Second Year.

1. To paraphrase a passage from Shakespeare's play of *Coriolanus.*

2. To answer questions on the language, style, subject-matter, history, and authorship of the play.

3. To write plain prose upon a given subject.

4. General knowledge of a prescribed period of English literature.†

---

* No student will be examined, unless the Principal certifies that she has spent at least six weeks, or 150 hours, in the practising and model schools, under proper superintendence, during residence, and at least half that time during the second year's residence.

† The period for 1887 will be from 1558 to 1602; *for 1888, from 1602 to 1688.*

Digitized by Google

Geography.

First and Second Years.

The geography, physical, political, and commercial, of the British Empire.

Map drawing confined within these limits.

History.

First and Second Years.

Outlines of British History from the *Union of the Crowns to the Union of the Parliaments of England and Scotland.*

Arithmetic.

N.B.—The figures must be well formed, and the sums worked methodically, and as good models for children to imitate. The papers for each year will contain questions requiring an explanation of the arithmetical processes employed.

First Year.

1. The first four rules.
2. Practice and bills of parcels.
3. Vulgar fractions.
4. Decimal fractions.
5. Simple and compound proportion.
6. An exercise in mental arithmetic.

Second Year.

1. *As in first year (except Mental Arithmetic) with the addition of* Simple and Compound Interest, Discount, Stocks, Insurance.

Domestic Economy.

First Year.

1. Clothing. 2. Food. 3. Laundry.

Second Year.

1. Cooking.
2. Household expenses and investment of money.

N.B.—Only a per-centage of the marks for this paper will be given in the case of those students (of both years) who do not present a certificate signed by the superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of industrial training.

Sewing and Cutting Out.

First Year.

1. *The cutting-out, making, and repairing of any plain article of underclothing.*
2. *The drawing of diagrams on sectional paper of—*
   A woman's chemise.
   An infant's shirt.
   A pair of drawers for child of five.
3. *The answering on paper of questions on needlework.*

Digitized by Google

Second Year.

1. *The higher branches of plain needlework; these include tucking, whipping, and feather stitching, the repairing of linen and print, and darning in stocking-web stitch.*
2. *The drawing of diagrams on sectional paper of—*
   A woman's nightdress.
   A boy's shirt.
   A child's muslin pinafore.
3. *The cutting-out and making of the above garments.*
4. *The answering on paper of questions on needlework.*

Vocal Music.

First Year.

(Staff-notation.)

1. Notes.
   Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. Transposition from one major key to another.
2. Time.
   The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures (bars). Transcription from one time to another.
3. Terms in common use relating to expression, pace, and style.

(Tonic Sol-fa notation.)

1. Notes.
   The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c. The standard scale of pitch, and the relations (in pitch) of various keys.
2. Time.
   The accent of pulses. Two, three, and four pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.
3. Terms in common use relating to expression, pace, and style.

Second Year.

(Staff-notation.)

1. Notes.
   Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. Transposition.
2. Time.
   The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars). Transcription from one time to another.
3. Terms in common use relating to expression, pace, and style.
4. The compass and registers of the voices of men, women, and children; general rules relating to voice training.

Digitized by Google

(Tonic Sol-fa notation.)

1. Notes.
   The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key, bridge-notes, and distinguishing tones.
2. Time.
   All the measures in common use. Division of pulses into thirds and quarters. Transcription by doubling or halving values. Accent and syncopation.
3. Terms in common use relating to expression, pace, and style.
4. The compass and registers of the voices of men, women, and children ; general rules relating to voice training.

NOTE.—A paper on this subject is not given to any student, about to leave the Training College, who has not passed the Musical Inspector's examination in practical skill. Acting teachers who take this paper must produce a certificate from some competent person that they have such an amount of musical skill, "vocal or instrumental, as is sufficient for the purpose of "teaching children to sing from notes."

DRAWING.

[*N.B.*—This exercise does not form part of the December examination. Annual examinations, in drawing only, are held at each of the training colleges under inspection some time in November, and at the various local drawing schools in connexion with the Department of Science and Art, at times to be learned from the masters of those schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate under this syllabus.]

The series of exercises prescribed in the Art Directory* of the Department of Science and Art, for a drawing certificate of the second grade.

LANGUAGES.

1. Latin. 2. French. 3. German.

Candidates may take one (but not more) of these languages. Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their college.

First Year.

This paper will contain grammatical questions, and easy passages † in prose (*in poetry as well as prose, in Latin*), for translation from and into English prose.

Second Year.

This paper will contain more difficult passages† (in poetry as well as prose) for translation from and into English prose, with questions upon the construction of particular sentences.

---

* For information respecting the examinations in Science and Art, and for copies of the Science and Art Directories, application may be made to "The Secretary, Science and Art Department, South Kensington, London, S.W."

† In 1887 the passages will be taken from Cicero De Senectute, Virgil's Æneid, Book XII., Lamartine's Christophe Colomb, Coppée's Le Luthier de Cremone, Meissner's Bilder aus dem Deutschen Leben, and Schiller's Wilhelm Tell. *In 1888 the passages will be taken for the 1st year from Cæsar de Bello Gallico, Book V., Virgil's Æneid, Book I., lines 1–304, Lamartine's Jeanne D'Arc, Chapters VII. to XL., and Hauff's Die Karavane; for the 2nd year the passages will be taken from Cicero de Amicitia, Horace Odes, Book I., Lamartine's Jeanne D'Arc, Chapters VII. to XL., Racine's Athalie, Hauff's Die Karavane, and Schiller's Maria Stuart.*

Digitized by Google

Science.

See Extracts from Minute of 17th January 1878.

At Whitehall, the 17th day of January 1878.

By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Privy Council on Education.

1. The Lords of the Committee of Council on Education consider the subject of science instruction in training colleges. They believe that the time has arrived when a special examination should be instituted at a period of the year better adapted to the training colleges than May; and that the nature of the examination and the payments made on the results should be modified to suit the circumstances of those colleges.

2. They therefore determine that in future a special examination in science shall be held in training colleges in December, immediately before the ordinary Christmas examination.

3. The examination will not be open to acting teachers. It will be held in those subjects only for which a special course of instruction is provided in the time-table of the college, and will be conducted by one of Her Majesty's Inspectors, or by an officer of the Science and Art Department.

4. No student in a training college will be allowed to attend the May examinations of the Science and Art Department.

5. The examination will be confined to the following subjects:—

1. Mathematics.
2. Theoretical mechanics.
3. Applied mechanics.
4. Acoustics, light and heat.
5. Magnetism and electricity.
6. Inorganic chemistry, including practical chemistry.
7. Animal physiology.
8. Elementary botany.
9. Physiography.
10. Principles of agriculture.

6. No male student will be permitted to take up more than *two* subjects in any one year. Women will not be permitted to take more than one science subject in a year.

7. The examination, except for mathematics, will be based on the syllabus of the several subjects given in the Science Directory. But the two stages, elementary and advanced, will be treated as a whole—one paper only being set. These examination papers will be framed much as the present May papers are framed, that is to say, with a certain number of compulsory questions and a certain number of optional questions, some of the latter being more difficult, and more highly marked, than the rest. Questions will also be set on the method of teaching various branches of the subject. The syllabus for the mathematical examination is given in the Appendix.

8. The successful students will be placed in the first or second class, the standard for a second class being as high as that of a good second class in the present advanced stage, and for the first class of a good first class in the advanced stage.

9. All students who pass will be registered as qualified to earn payments on results, and will receive certificates, but no prizes will be given.

Digitized by Google

APPENDIX.

1. A student of the first year may not take up more than one language *or* one science.

2. A student who at the end of her first year passes with credit in history or geography may in her second year take one language and one science, *with either history or geography.*

3. A student will be required to present herself at the end of her second year for examination in any science subject in which she may have failed to obtain, at least, a second class at the end of her first year.

Acting Teachers.

Acting teachers, who attend the Christmas examination, will receive additional marks for any two of the specified science subjects, in which they may have obtained a first or second class in the advanced stage or in honours, at one of the May examinations held by the Science and Art Department.

Digitized by Google

List of Training Colleges under Inspection in Scotland.

Name of Training College.	Name and Address of Correspondent.
For both Masters and Mistresses.	
Edinburgh (Church of Scotland), Castle Hill Terrace.	S. S. Laurie, Esq., 16, Chambers Street, Edinburgh.
Edinburgh (Free Church), Moray House	J. C. Farquharson, Esq., Free Church Educational Committee, Edinburgh.
Glasgow (Church of Scotland), Dundas Vale.	S. S. Laurie, Esq., New City Road, Glasgow.
Glasgow (Free Church) - -	W. Kidston, Esq., Free Church Training College, Glasgow.
Aberdeen (Church of Scotland) -	Messrs. Simpson & Cruden, 13, Bridge Street, Aberdeen.
Aberdeen (Free Church) - -	R. Lumsden, Esq., Aberdeen.
For Mistresses only.	
Edinburgh (Scot. Epis.), Dalry House -	Rev. C. Smith, Dalry House, Edinburgh.

Digitized by Google

(No. 1.)

SUMMARY showing ORIGINAL COST of BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION; EXPENDITURE in 1886; and NUMBER of STUDENTS in 1887.

DENOMINATION.	Original Cost of Buildings.			Amount of Expenditure for Year 1886.			Number of Students in 1887.					
	Subscribed.	Granted by Committee of Council.	Total.	Granted by Committee of Council under Scotch Code.	Balance from other Sources.	Total.	Admitted.			Accommodation for		
							Male.	Female.	Total.	Male.	Female.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
Church of Scotland - -	14,699 7 10	11,847 8 0	26,546 15 10	13,332 11 2	5,614 4 6	18,946 15 8	155	242	397	—	—	—*
Free Church - - -	14,467 18 6	7,492 10 0	21,960 8 6	12,481 16 4	5,429 8 5	17,911 4 9	149	251	400	—	—	—*
Episcopal - - -	- - -	- - -	- - -	1,600 10 0	830 13 5	2,431 3 5	—	60	60	—	—	—
Total - -	29,167 6 4	19,339 18 0	48,507 4 4	27,414 17 6	11,874 6 4	39,289 3 10	304	553	857	—	—	—

* The students of these Colleges are non-resident; but in the Church of Scotland Colleges at Edinburgh, Glasgow, and Aberdeen, and in the Free Church College at Edinburgh part of the *female* students are lodged in boarding-houses in connexion with, and under the control of, these Colleges.

Digitized by Google

(No. 2.)

Table showing Number of Officers, Students, &c.

Training College.		Number of Officers.		Number of Students in training, February 1886.			Number who quitted College at end of 1886.	Number of new Admissions in 1887.	Number of Students in training, February 1887.			Accommodation for.	Passed for.
		In College (including Principal).	In Practising School.*	Queen's Scholars (Article 96).	Others.	Total.			Queen's Scholars (Article 96).	Others.	Total.		
Church of Scotland at - - -	Aberdeen, *Male* -	9	1	—	—	—	—	9	9	—	9	†	400
	„ *Female* -			67	—	67	34	31	64	—	64	†	
	Edinburgh, *Male* -	10	1	77	—	77	40	36	73	—	73	†	
	„ *Female*			86	—	86	43	46	89	—	89	†	
	Glasgow, *Male* -	12	3	76	—	76	38	35	73	—	73	†	
	„ *Female* -			92	—	92	48	45	89	—	89	†	
Free Church in Scotland, at - -	Aberdeen, *Male* -	8	2	—	—	—	—	10	10	—	10	†	400
	„ *Female* -			58	—	58	29	29	58	—	58	†	
	Edinburgh, *Male* -	10	1	75	—	75	35	31	71	—	71	†	
	„ *Female*			97	—	97	47	45	95	—	95	†	
	Glasgow, *Male* -	8	2	72	—	72	36	32	68	—	68	†	
	„ *Female* -			99	—	99	46	45	98	—	98	†	
Episcopal Church in Scotland, at Edinburgh, *Female* - - - - - -		6	1	60	—	60	34	34	60	—	60	60	60
		63	11	859	—	859	430	428	857	—	857	60	860

* In cases where the teachers of the Practising School are also teachers of method in the Training College they are included in the staff of the latter.

The students of these Colleges are non-resident; but in the Church of Scotland Colleges at Edinburgh, Glasgow, and Aberdeen and in the Free Church College at Edinburgh, part of the *female* students are lodged in boarding-houses in connexion with, and under the control of, these Colleges.

Digitized by Google

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	INCOME (Amounts									
	1. Grants from Committee of Council on Education.		2. Proceeds of Land or Capital Sums.		3. Subscriptions and Donations.					
	a. Under Revised Code.	*b.* From Science and Art Department.	*a.* Inalienable from the College by Law.	*b.* Inalienable from the College at Discretion.	*a.* From Individuals.	*b.* From Diocesan Boards and other Charitable Bodies.				
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				
CHURCH OF SCOTLAND at Aberdeen	2,227 3 11	66 0 0	- - -	- - -	- - -	- - -				
CHURCH OF SCOTLAND at Edinburgh	5,458 3 6	156 0 0	- - -	- - -	- - -	100 0 0				
CHURCH OF SCOTLAND at Glasgow	5,647 3 9	294 0 0	- - -	- - -	- - -	100 0 0				
FREE CHURCH OF SCOTLAND at Aberdeen	1,759 8 8	38 10 0	- - -	- - -	- - -	8 18 0				
FREE CHURCH OF SCOTLAND at Edinburgh	5,155 19 10	318 10 0	- - -	- - -	- - -	80 4 3				
FREE CHURCH OF SCOTLAND at Glasgow	5,566 7 10	255 0 0	- - -	- - -	- - -	123 1 9				
EPISCOPAL CHURCH at Edinburgh	1,600 10 0	60 0 0	- - -	- - -	177 0 0	40 9 4				
Total	*27,414 17 6	1,188 0 0	- - -	- - -	177 0 0	452 13 4				

* Under the New Code the grant due *for* a year cannot be determined until the accounts for the same year have been closed, audited, and 1st September (Art. 90 *a*), and the balance (if any) as soon as possible after the close of the year (Art. 90 *c*).

Paid *in* 1886.	
Grant for 1885	£3,370 17 6
,, 1886	24,044 0 0
Total	£27,414 17 6

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	EXPENDITURE (Amounts									
	1. Salaries of Teachers or Officers engaged in Discipline.	1. University Fees.	2. Books, Apparatus, and Stationery.	3. Printing, Postages, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.	7. Fuel and Light.	8. Medical Attendance.	9. Replacement of Furniture and Repairs to Buildings.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	1,306 19 0	16 14 0	155 18 9	156 2 1	496 4 0	36 11 3	87 10 0	49 12 3	24 0 2	46 17 3
CHURCH OF SCOTLAND at Edinburgh	2,154 8 0	239 1 0	580 17 8	200 16 6	2,259 5 8	75 14 0	251 13 0	102 1 8	57 18 5	140 5 4
CHURCH OF SCOTLAND at Glasgow	2,454 17 0	284 14 0	701 16 8	198 11 9	2,135 3 3	35 13 0	106 2 5	78 15 2	63 7 11	576 17 8
FREE CHURCH at Aberdeen	1,030 12 9	15 12 0	161 0 11	75 19 4	454 12 8	- -	61 16 11	21 0 3	10 10 0	30 2 2
FREE CHURCH at Edinburgh	2,558 0 6	273 8 0	576 12 2	145 5 11	2,561 18 1	16 8 0	192 9 1	67 2 2	41 14 9	299 8 10
FREE CHURCH at Glasgow	2,810 4 0	251 4 0	714 4 6	76 17 10	2,140 0 0	- -	113 8 10	45 19 4	16 1 0	210 13 7
EPISCOPAL CHURCH at Edinburgh	822 14 0	- -	142 9 3	60 9 0	670 14 11	- -	86 1 1	60 0 11	21 7 0	169 1 10
Total	13,137 15 3	1,080 13 0	3032 19 11	894 2 7	10,717 18 7	164 6 3	899 1 4	424 11 9	234 19 3	1,473 6 8

* The amounts entered in Column 12 are not actual payments by the colleges. They represent that part of the cost of maintenance the bursaries entered under No. 4, paid to them towards it), *vide* special arrangement stated in Report of Committee of Council on

Digitized by Google

TRAINING COLLEGES, in the Year ended 31st December 1886.

actually received during the Year).

4. Fees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. Paid by themselves or their Relatives.	*b.* Paid by Private Patrons.	*a.* Permanently established.	*b.* This Year, but not sure to be renewed.	Collections in Churches and Chapels.	From Students for Books sold to them.	From other Sources.	Total Income.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
579 16 0	- - -	- - -	- - -	- - -	134 0 0	49 8 11	3,056 8 10
1,205 11 0	- - -	- - -	- - -	- - -	362 0 3	2 15 9	7,284 10 6
818 14 0	- - -	47 12 9	- - -	- - -	428 18 2	0 17 11	7,337 6 7
121 16 0	- - -	- - -	- - -	- - -	138 9 6	10 15 4	2,077 17 6
966 9 6	- - -	- - -	88 12 1	- - -	458 8 0	31 11 0	7,099 14 8
422 1 0	- - -	21 11 6	- - -	- - -	452 6 0	- -	6,840 8 1
447 18 0	- - -	- - -	- - -	- - -	151 6 10	3 5 7	2,480 9 9
4,562 5 6	- - -	69 4 3	88 12 1	- - -	2,125 8 9	98 14 6	36,176 15 11

and returned to the Scotch Education Department. Instalments of grants are therefore paid in advance on the 1st March, 1st June,

GRANT *for* 1886.

Paid in 1886	£24,044 0 0
,, 1887	3,680 14 2
Total	£27,724 14 2

TRAINING COLLEGES, in the Year ended 31st December 1886—*continued.*

actually disbursed during the Year).

10. Rent, Rates, Taxes, and Insurance.	11. Other Current Expenses.	12. See Footnote*.	13. Total Cost of Training.	14. Deduct Cost of Instruction in Science and Art Subjects.	15. Certified Expenditure Art. 89(*a*).	16. Other Payments included in College Balance Sheets and inadmissible under Art. 89 (*a*).			17. Total Expenditure of College.
						Net Cost of Practising School.	University Fees.	Other Payments.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
230 5 7	- -	426 0 0	3,032 14 4	66 0 0	2,966 14 4	- -	- - -	109 1 11	2,715 16 3
589 9 0	14 5 9	601 18 4	7,267 14 6	156 0 0	7,111 14 6	- -	123 19 0	323 1 9	7,112 16 11
385 15 5	13 18 11	934 1 8	7,949 14 10	294 0 0	7,655 14 10	- -	- - -	140 9 4	7,156 2 6
203 19 6	- -	531 7 4	2,596 13 10	38 10 0	2,558 3 10	40 0 0	- - -	17 7 0	2,122 13 6
95 5 6	- -	600 13 6	7,428 6 6	318 10 0	7,109 16 6	148 15 2	- - -	42 15 5	7,019 3 7
119 11 10	- -	1,187 10 0	7,685 14 11	255 0 0	7,430 14 11	74 2 6	- -	140 7 1	6,712 14 6
159 14 1	0 14 10	- - -	2,193 6 11	60 0 0	2,133 6 11	- -	- - -	237 16 6	2,431 3 5
1,784 0 11	28 19 6	4,281 10 10	38,154 5 10	1,188 0 0	36,966 5 10	262 17 8	123 19 0	1,010 19 0	35,270 10 8

which is borne by the non-resident students (*i.e.*, the difference between the actual cost of the board and lodging of the students and Education, 1884-5, p. 31, and note at foot of Table I.

Digitized by Google

(No. 4.)—TABLE showing how much of the COST of a STUDENT in each TRAINING COLLEGE was owing to TUITION, KEEP, and GENERAL EXPENDITURE in 1886.

TRAINING COLLEGE.		Number of Students.	ACTUAL AMOUNT OF EXPENDITURE UNDER THREE HEADS, AND IN THE AGGREGATE.				AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE.			
			Tuition and other Expenses of Instruction. I.	Board, Fuel, and other Expenses of Keep. II.	Permanent Establishment Charges, &c. III.	Total.	I.	II.	III.	Total.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FOR MISTRESSES ONLY.	Aberdeen (Church of Scotland).	67	1,479 11 9	1,119 17 8	433 4 11	*3,032 14 4	22 1 8	16 14 3	6 9 4	*45 5 3
	Aberdeen (Free Church).	58	1,207 5 8	1,079 7 2	310 1 0	*2,596 13 10	20 16 4	18 12 2	5 6 11	*44 15 5
	Edinburgh (Episcopal).	59	965 3 3	838 3 11	389 19 9	*2,193 6 11	16 7 2	14 4 2	6 12 2	*37 3 6
		184	3,652 0 8	3,037 8 9	1,133 5 8	*7,822 15 1	19 17 0	16 10 2	6 3 2	*42 10 4
FOR BOTH MASTERS AND MISTRESSES.	Edinburgh (Church of Scotland).	160	2,974 6 8	3,348 11 1	944 16 9	*7,267 14 6	18 11 10	20 18 7	5 18 1	*45 8 6
	Edinburgh (Free Church).	171	3,408 0 8	3,480 5 7	540 0 3	*7,428 6 6	19 18 7	20 7 1	3 3 2	*43 8 10
	Glasgow (Church of Scotland).	167	3,441 7 8	3,353 3 5	1,155 3 9	*7,949 14 10	20 12 2	20 1 7	6 18 4	*47 12 1
	Glasgow (Free Church).	171	3,775 12 6	3,502 19 2	407 3 3	*7,685 14 11	22 1 7	20 9 8	2 7 8	*44 18 11
		669	13,599 7 6	13,684 19 8	3,047 4 0	*30,331 10 9	20 6 7	20 9 1	4 11 1	*45 6 9

* Includes cost of instruction in Science and Art subjects, for which grants are made by the Science and Art Department (*see* column 1 of Income and column 14 of Expenditure, Table No. 3).

Digitized by Google

No. 5. (A.)—Summary of Results of Examination of Candidates for Admission into Training Colleges, and for the Office of Teacher, under Articles 60 and 79 of the Scotch Code.

Midsummer 1886.

MALES.										FEMALES.									
Presented for Examination.			Passed.				Failed.			Presented for Examination.			Passed.				Failed.		
Pupil-teachers.	Non-pupil-teachers.	Total.	1st Class.	2nd Class.	3rd Class.	Total.	Pupil-teachers.	Non-pupil-teachers.	Total.	Pupil-teachers.	Non-pupil-teachers.	Total.	1st Class.	2nd Class.	3rd Class.	Total.	Pupil-teachers.	Non-pupil-teachers.	Total.
208	27	235	87	105	16	208	15	12	27	519	100	619	177	274	90	541	43	35	78

Digitized by Google

No. 5. (B.)—Summary of Results of Examination of Students in Training Colleges at Christmas 1886.

Males.

Training College.	Second Year.					First Year.					
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.				Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	4th Division.	
Edinburgh (Church of Scotland) - -	37	25	10	2	—	37	15	16	6	—	—
Edinburgh (Free Church) - - -	34	28	6	—	—	39	21	14	4	—	—
Glasgow (Church of Scotland) - - -	38	19	15	4	—	38	21	15	2	—	—
Glasgow (Free Church) - - -	33	22	11	—	—	36	19	15	2	—	—
Total - -	142	94	42	6	—	150	76	60	14	—	—

Females.

Training College.	Second Year.					First Year.					
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.				Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	4th Division.	
Aberdeen (Church of Scotland) - -	34	21	12	1	—	31	17	14	—	—	—
Aberdeen (Free Church) - - -	28	17	11	—	—	29	15	14	—	—	—
Edinburgh (Church of Scotland) - -	40	12	24	4	—	43	15	26	2	—	—
Edinburgh (Free Church) - - -	46	30	13	3	—	49	19	29	1	—	—
Edinburgh (Episcopal Church) - -	32	11	19	2	—	26	1	16	9	—	—
Glasgow (Church of Scotland) - - -	45	26	19	—	—	44	22	19	3	—	—
Glasgow (Free Church) - - -	45	18	24	3	—	52	16	36	—	—	—
Total - -	270	135	122	13	—	274	105	154	15	—	—

Digitized by Google

(No. 6.)—Tabulated Results of Examination, Christmas 1886.

Per-centage of Marks obtained in each Subject.

Male Students of the Second Year.

Training College.	Number examined.	Algebra and Mensuration.	Euclid.	Grammar.	Composition.	Geography.*	History.*	School Management.	Reading and Repetition.	Penmanship.	Political Economy.	Music.	Teaching.	Spelling.	
														Number of Candidates who made No Mistake in Dictation.	Number of Candidates who made only One Mistake in Dictation.
Edinburgh, Church of Scotland	37	39†	54†	62	74	64	75	66†	77	73	68	65	72	1	25
„ Free Church	34	40‡	56‡	60¶	63¶	79	72	68§	81	77	71	78	77	12	13
Glasgow, Church of Scotland	38	39‖	47‖	55	58	76	73	72	80	76	59	75	75	3	20
„ Free Church	33	35§	50§	56	58	75	64	65	79	74	61	76	77	14	13
Total	142	38	52	58	63	75	74	68	79	75	65	73	75	30	71

continued.

Training College.	Languages.								Science.																					
	Latin.		Greek.		German.		French.		V. Mathematics.		VI. Theoretical Mechanics.		VII. Applied Mechanics.		VIII. Sound, Light and Heat.		IX. Magnetism and Electricity.		X. Inorganic Chemistry. Theoretical.		X. Inorganic Chemistry. Practical.		XIV. Animal Physiology.		XV. Elementary Botany.		XXIII. Physiography.		XXIV. Agriculture.	
	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.
Edinburgh, Ch. of Scot.	37	47	6	66	—	—	8	48	—	—	—	—	—	—	—	—	32	36	—	—	—	—	—	—	—	—	35	59	—	—
„ Free Church	28	55	5	47	—	—	15	50	1	50	—	—	—	—	5	45	29	45	—	—	—	—	—	—	—	—	32	72	—	—
Glasgow, Ch. of Scotland	38	49	—	—	—	—	—	—	23	43	—	—	—	—	14	44	37	31	—	—	—	—	—	—	—	—	—	—	—	—
„ Free Church	30	45	—	—	—	—	—	—	—	—	—	—	—	—	—	—	4	29	29	51	—	—	—	—	—	—	34	69	—	—
Total	133	49	11	57	—	—	23	49	24	43	—	—	—	—	19	44	102	37	29	51	—	—	—	—	—	—	101	67	—	—

* Only a portion of the Second year Students were examined in these subjects. † Excluding 16 University Students. ‡ Excluding 11 University Students.
§ Excluding 8 University Students. ‖ Excluding 13 University Students. ¶ Excluding 1 University Student.

Digitized by Google

(No. 6.)—Tabulated Results of Examination, Christmas 1886—*continued*.

Male Students of the First Year.

Training College.	Number examined.	Mental Arithmetic.	Arithmetic.	Algebra and Mensuration.	Euclid.	Grammar.	Composition.	Geography.	History.	School Management.	Reading and Repetition.	Penmanship.	Music.	Spelling.	
														Number of Candidates who made No Mistake in Dictation.	Number of Candidates who made only One Mistake in Dictation.
Edinburgh, Church of Scotland -	37	47	55	29	61	52*	61*	73	69	60	74	64	95	3	23
„ Free Church -	39	55†	60†	38†	69†	55‡	62‡	75	75	69§	76	74	94	12	22
Glasgow, Church of Scotland -	38	59	59	42	53	55	66	72	70	58	76	77	89	3	27
„ Free Church - -	36	37‖	50‖	35‖	59‖	52	71	75	76	62	75	77	90	6	25
Total - - - -	150	51	57	36	60	54	65	74	73	62	75	73	92	24	97

continued.

Training College.	Languages.								Science.																			
	Latin.		Greek.		German.		French.		V. Mathematics.		VI. Theoretical Mechanics.		VII. Applied Mechanics.		VIII. Sound, Light and Heat.		IX. Magnetism and Electricity.		X. Inorganic Chemistry. Theoretical.		X. Inorganic Chemistry. Practical.		XIV. Animal Physiology.		XV. Elementary Botany.		XXIII. Physiography.		XXIV. Agriculture.	
	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.
Edinburgh, Ch. of Scot.	29	50	13	47	—	—	25	42	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
„ Free Church	28	49	4	40	—	—	19	54	8	45	—	—	—	—	—	—	39	30	—	—	—	—	—	—	—	—	—	—
Glasgow, Ch. of Scotland	19	50	—	—	—	—	—	—	—	—	—	—	—	—	—	—	38	33	—	—	—	—	—	—	—	—	—	—
„ Free Church -	19	40	10	35	—	—	—	—	—	—	—	—	—	—	—	—	36	34	—	—	—	—	—	—	—	—	—	—
Total - -	95	48	27	42	—	—	44	77	8	45	—	—	—	—	—	—	113	32	—	—	—	—	—	—	—	—	—	—

* Excluding 11 University Students. † Excluding 7 University Students. ‡ Excluding 10 University Students.
§ Excluding 3 University Students. ‖ Excluding 13 University Students.

Digitized by Google

(No. 6.)—Tabulated Results of Examination, Christmas 1886—*continued*.

Female Students of the Second Year.

Training College.	Number examined.	Arithmetic.	Grammar.	Composition.	Geography.	History.	School Management.	Reading and Repetition.	Penmanship.	Needlework.	Domestic Economy.	Music.	Teaching.	Spelling.	
														Number of Candidates who made No Mistake in Dictation.	Number of Candidates who made only One Mistake in Dictation.
Aberdeen, Church of Scotland	34	59	52	78	50	79	68	82	76	61	78	87	76	11	14
„ Free Church	28	74	63	90	57	86	77	80	75	57	83	82	74	0	2
Edinburgh, Church of Scotland	40	58	62	78	55	77	65	77	70	54	81	76	73	2	11
„ Free Church	46	66	66	76	61	78	76	82	67	59	87	79	76	12	11
„ Episcopal	32	59	71	83	61	63	64	78	66	50	78	84	70	0	1
Glasgow, Church of Scotland	45	57	60	87	67	77	73	80	74	62	85	77	72	18	16
„ Free Church	45	58	55	75	64	56	68	81	74	63	85	76	75	2	18
Total	270	61	61	80	60	77	70	80	72	59	83	80	74	45	73

continued.

Training College.	Languages.						Science.																					
	Latin.		German.		French.		V. Mathematics.		VI. Theoretical Mechanics.		VII. Applied Mechanics.		VIII. Sound, Light and Heat.		IX. Magnetism and Electricity.		X. Inorganic Chemistry. Theoretical.		X. Inorganic Chemistry. Practical.		XIV. Animal Physiology.		XV. Elementary Botany.		XXIII. Physiography.		XXIV. Agriculture.	
	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.
Aberdeen, Ch. of Scot.	—	—	—	—	34	45	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	28	62	—	—
„ Free Church	—	—	—	—	28	44	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	20	60	—	—
Edinburgh, Ch. of Scot.	—	—	—	—	40	38	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	22	56	—	—
„ Free Church	—	—	—	—	46	47	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	30	73	—	—
„ Episcopal	—	—	—	—	19	36	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	26	73	—	—
Glasgow, Ch. of Scot.	—	—	—	—	45	37	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	24	71	—	—
„ Free Church	—	—	—	—	45	38	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	40	58	—	—
Total	—	—	—	—	257	41	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	190	65	—	—

Digitized by Google

(No. 6.)—Tabulated Results of Examination, Christmas 1886—*continued.*

FEMALE STUDENTS OF THE FIRST YEAR.

Training College.	Number examined.	Mental Arithmetic.	Arithmetic.	Grammar.	Composition.	Geography.	History.	School Management.	Reading and Repetition.	Penmanship.	Needlework.	Domestic Economy.	Music.	Spelling.	
														Number of Candidates who made No Mistake in Dictation.	Number of Candidates who made only One Mistake in Dictation.
Aberdeen, Church of Scotland -	31	61	73	55	80	66	75	63	77	79	54	85	97	22	3
„ Free Church -	29	62	57	60	78	68	83	51	77	75	64	92	93	8	9
Edinburgh, Church of Scotland -	43	63	65	64	75	66	78	68	74	67	44	86	98	17	11
„ Free Church - -	49	71	68	67	79	59	74	54	77	66	51	87	96	18	15
„ Episcopal - -	26	57	51	52	77	60	74	54	72	66	39	81	94	0	4
Glasgow, Church of Scotland - -	44	54	61	66	78	65	82	62	75	72	59	86	92	18	16
„ Free Church - -	52	54	54	58	81	67	75	50	74	72	60	86	91	13	18
Total - - -	274	60	62	61	78	64	77	58	75	71	53	86	94	96	76

continued.

Training College.	Languages.						Science.																					
	Latin.		German.		French.		V. Mathematics.		VI. Theoretical Mechanics.		VII. Applied Mechanics.		VIII. Sound, Light and Heat.		IX. Magnetism and Electricity.		X. Inorganic Chemistry. Theoretical.		X. Inorganic Chemistry. Practical.		XIV. Animal Physiology.		XV. Elementary Botany.		XXIII. Physiography.		XXIV. Agriculture.	
	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.
Aberdeen, Ch. of Scot.	—	—	—	—	31	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
„ Free Church	—	—	—	—	28	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Edinburgh, Ch. of Scot.	—	—	—	—	43	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
„ Free Church	—	—	—	—	49	60	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
„ Episcopal -	—	—	—	—	24	42	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Glasgow, Ch. of Scot. -	—	—	—	—	44	58	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
„ Free Church	—	—	—	—	52	52	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total - -	—	—	—	—	271	57	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Digitized by Google

REPORT, *for the Year* 1886, *by* CHARLES E. WILSON, ESQ., M.A., LL.D., F.R.S.E., *one of Her Majesty's Chief Inspectors, on the* TRAINING COLLEGES *of* SCOTLAND.

MY LORDS, Edinburgh, April 1887.

I HAVE the honour to submit to your Lordships my general report on the Training Colleges of Scotland for the year 1886. The inspection and examination of these institutions occupied the usual time from March to December, but I have now so much to do with the university attendance and examination of students, &c., that my work in connection with the colleges occupies a very large portion of the official year.

Number of students in attendance.

The number of colleges remains the same, and the number in attendance at all the colleges during the year 1886 was 848, as against 852 in 1885, distributed as follows:—

Name of College.	Males.		Females.		Average Annual Salary after Two Years' Residence in Training College.					
	1st Year.	2nd Year.	1st Year.	2nd Year.	Males.			Females.		
					£	s.	d.	£	s.	d.
Edinburgh, Church of Scotland -	38	37	44	40	75	0	0	60	0	0
„ Free Church - -	40	35	50	46	78	5	0	56	0	0
„ Episcopal Church -	—	—	26	32		—		60	0	0
Glasgow, Church of Scotland -	38	38	44	45	76	0	0	55	0	0
„ Free Church - -	37	34	54	45	70	0	0	60	0	0
Aberdeen, Church of Scotland -	—	—	33	34		—		54	0	0
„ Free Church - -	—	—	29	29		—		54	0	0
Totals - -	153	144	280	271	{ In some cases there is a house in addition.					

Supply and demand considered.

There were thus five male students fewer, and one female student more, than in 1885. This number (848), taking into account those who enter the profession through the universities, or through the channel of Art. 60 or 79 of the Code, is quite sufficient to supply the annual waste (usually calculated at 6 per cent.) on the teachers of Scotland. Indeed, this number is probably somewhat in excess of the direct requirements of Scotland itself, seeing that not a few of the students, especially on the female side (52, or 12·53 per cent., of those who finished their course of training at Christmas 1885), obtained situations in England. Of these last, however, 23 were students in the Episcopal College, Edinburgh, to which many students resort from schools in the northern counties of England, for which they naturally show a preference on the conclusion of their course of training.

Number of students in actual attendance.

During last session, there were in attendance at all the colleges 848 students, of whom 597, or 70·40 per cent. of the whole number, held scholarships or bursaries, and 251, or 29·59 per cent. of the whole number, were private or self-supporting students, on the female side of the Presbyterian colleges in Edinburgh, Glasgow, and Aberdeen; all, however, had passed the admission examination, and ranked as Queen's scholars. Of the 848 in actual attendance, 784, or 92·45 per cent. of

Digitized by Google

the whole number, had been pupil-teachers, thus leaving only 64, or 7·54 per cent. of the whole number, who had not been pupil-teachers, and, therefore, entered the college with but few of the advantages of that graduated and systematic course of instruction and training enjoyed by apprentices in good elementary schools.

Present average salaries on leaving the training college, &c.

On referring to the preceding table, it will be seen that the average salary of students on leaving the training college, after a residence of two years, is, for males, 74*l.* 16*s.* 3*d.*, and for females, 57*l.*, as against 76*l.* 19*s.* 2*d.* and 56*l.* 15*s.* 10½*d.* for 1885, showing a decrease of 2*l.* 2*s.* 11*d.* in the case of males, and an increase of 4*s.* 1½*d.* in the case of females. I regret to find this downward tendency in the incomes of male teachers entering on their professional work, but I trust that, with the present signs of returning prosperity in the commercial world, better times are also in store for our teachers, to whom the country owes so much.

Religious instruction.

This no longer forms part of the college curriculum with which I am officially concerned, still I can scarcely be accused of trenching on forbidden ground in simply stating that ample provision has been made by the authorities in all the colleges for teaching this important branch, and for thoroughly testing the results at the close of the session. This is a matter of vital moment in Scotland, where religious training has always been considered an essential element in the ordinary curriculum of the public school.

Acquirements of Candidates for Admission.

Acquirements of Candidates for Admission.

In forming a just estimate of the work of the Training Colleges, the nature and quality of the raw material upon which they have to operate, should be carefully borne in mind. Of this I had a good opportunity of judging in the many valuable and suggestive reports by the inspectors, who revised the papers worked by the candidates for admission at Midsummer last. These papers, as might be expected, are of very varying degrees of merit, but I leave the revising inspectors to speak for themselves.

Mr. Jolly reports:—

Arithmetic.

"1. The papers were, as a whole, well, and, in a large proportion of cases, very well done, with a good per-centage of marks, especially among the males. The ordinary rules and the commoner style of problems were well understood in general, but more difficult questions were attempted with much less success.

"2. Definitions and general principles do not seem to be sufficiently attended to in teaching, as shown by the low rate of marks for questions involving these. Even when definitions were correctly put down, they would seem to have been more a matter of memory than real understanding, proved by the omitted or imperfect explanation of them where examples were required.

"3. A decided fault over all the papers was the want of neatness and method in the work, and of clear, well-formed figuring, in which considerable improvement should be aimed at.

"4. Want of accuracy in simple arithmetical computation was not uncommon, and was a frequent cause of lower marking, even where method was correct. This occurred, in many cases, even in the best papers, where intelligence and firm grasp of the subject were shown throughout. In not a few instances, a less capable but more correct and painstaking candidate secured, in this way, higher marks than an abler one.

"5. As frequently remarked by myself and others, in this and in all other subjects, the professional side of the subjects taught does not yet receive adequate attention from teachers. Even where the subject itself is well taught, the manner of its presentation to pupils in ordinary schoolwork, by the clearest, most intelligent, and most educative methods, seems more or less

Digitized by Google

neglected. The marks secured for questions involving method were much lower than they should be in most cases, and in many were nil. This points to a radical error in the training of apprentice teachers. It is one that should gain greater attention from the Department, to secure its correction by directing the special notice of teachers to the defect, by setting more questions bearing directly on the teaching of all subjects, and by giving a higher value for such questions.

"6. There was found the usual amount of nonsense in actual error and in vain attempts at answers in ignorance. One example, all from one paper, is worth quoting: 'Ratio means the rate of interest. Proportion doing sums 'with three parts, one for the answer, and as many others in the 1st and 2nd 'as you like. Prime factor is the first part of the number.'

"7. In the female papers, the diversity in capacity and in the number of marks obtained was very great, ranging from full value, above 70 marks, to several below 12, and one or two as low as three! It seems inscrutable what induces some candidates to attempt the examination at all, with such weakness in a fatal subject. Reprehensible deficiencies in teaching or learning, or both, were in too many cases painfully revealed. These surely also indicate a slackness in the annual examination of pupil-teachers (for some of those with low marks were pupil-teachers) which should not exist, if the attainments of future teachers are to be at all worthy of their profession and their work."

Mr. Boyd reports:—

"Of the 456 papers which I have revised, 15 obtain from 60 to 66 of a possible total of 70 marks, and the others generally reach a fair average. A number, however, receive less than 20 marks, two falling to eight and one to seven. The work of pupil-teachers is, as a rule, better than that of the other candidates, but some of the very poorest papers were written by the former.

"The first question, requiring the definition of certain arithmetical terms, is, with some satisfactory exceptions, badly answered. Three candidates did not attempt it, 28 others obtain no marks, and the answers of many more are of very little value. Such terms as 'measure' and 'multiple' are confounded in the most helpless way, and there is often complete ignorance of their meaning. Even definitions which show a measure of intelligence are badly expressed, dividing *equally*, for instance, being used over and over again for dividing without remainder. Many could not find the greatest common measure of three numbers, and others found, not always correctly, the least common multiple instead.

"Similar confusion of ideas occurs wherever explanation is required, and especially in answering the question (Q. 11) regarding vulgar fractions which can be converted into terminating decimals.

"The working of the sums is much more accurate, and is for the most part neatly and intelligibly set down. The mistakes most commonly met with would indicate that the majority of the candidates are more accustomed to follow rules than to reason from first principles.

"It is worth noting that while the harder problems are often correctly solved, mistakes are found in quite simple matters. For example, one is scarcely prepared to find that the proper form of a tradesman's bill and the way to calculate the discount for ready payment (Q. 7) are unknown to so many. Again, in finding the cost of carpeting a room (Q. 14) frequent blunders are made in applying the table of square measure. It is surprising that the large amounts brought out—in one case, 4,396*l.* 17*s.* 6*d.*—did not suggest error in the calculation.

"The fewness and the feebleness of the attempts to answer Question 15 seem to show that in many schools mental arithmetic receives little or no attention."

Mr. Macleod, who revised the papers from all the Scotch colleges, reports:—

"I have never seen, except among Welsh papers, so large a proportion of inferior exercises as in those of the candidates for admission this year. The papers on the above subjects for all our colleges were entrusted to me; and in each parcel there was a considerable number of papers wrought by candi- Euclid, Algebra, and Mensuration.

Digitized by Google

dates who, if admitted, must begin the subject in the college *de novo*. So far as the school instruction in the above subjects has been carried, it is worthless in the case of those candidates. It seems almost incredible, but it is nevertheless a fact, that I revised some papers in which there was not even one of the book propositions correctly demonstrated; and others, containing two or three correct demonstrations, answered the question on definitions in such muddled fashion as betokened the inferior instruction of the writers. Here are a few specimens:—'A problem is a puzzle proposed; a theorem is a puzzle 'reasoned.' 'A problem is an assertion made which requires to be proved by 'demonstration; a theorem is something said requiring proof to show that it 'is impossible.'

"'A postulate is some alteration to both sides of a question which after completion makes both equal.'

"'One proposition is converse of another when they explain each other.'

"'One proposition is converse of another when its proof is contradictory to another to which it may seem similar.'

"'One proposition is converse to another when it is proved an absurdity by the previous one.'

"'Some of Euclid's axioms are improperly so called, as 20th Prop. of Book III.'

"Many such might be added; but I must conclude with the following, which but for its 'examples' might gladden the heart of a metaphysician:—'One proposition is the converse or reciprocal of another when in a figure 'some equalities are given to prove other equalities which are only evident, 'and then those which before were not equal are taken equal to prove the 'equalities now evident but requiring to be proved, examples 4 and 5 of I., '26, 25.'

"Of the errors of yet hopeful candidates, I would point out the attempts to prove a proposition by means of its own corollaries, and would also hint that so long as Euclid is the heading of the paper, Euclid's constructions should be followed in the book work.

"I had a few very good papers in each parcel, and one was excellent, that of William Thomson, St. Andrew's, Perth.

"Of those attempting algebra the proportion of failures was smaller than in Euclid; and even here the number acquainted with the general law of indices in division was exceedingly small. There were fewer correct answers to the first part of Question 7 than to any other part of the algebraic paper."

In reporting on the papers worked by the male candidates, Mr. Ogilvie remarks:—

Geography and History.

"The papers as a whole gave evidence of painstaking grounding in facts, but questions which involved exercise of thought as well as memory were less satisfactorily dealt with. Map-drawing, the subject most unfavourably commented on last year, is still the weakest feature.

"There was the usual crop of jumbled crudities: 'Honolulu was one of the 'stations visited by Livingstone, who was received with great kindness by the 'natives.' 'Baker and Stanley explored the Arctic regions, and both lost 'their lives in their endeavour.' 'Livingstone landed in South Africa and 'discovered the Zambesi and the Niagara Falls.'"

In reporting on the papers worked by the female candidates, Mr. Harvey states:—

"Geography and history papers have for several years been entrusted to me for revision. I cannot on this occasion report much change either for the better or worse in the style of the papers. The pupil-teacher work is, as usual, much more uniform in quality than that of the non-pupil-teachers. The standard reached is, taken as a whole, very fair, and I do not think that under existing circumstances much better work need be looked for from pupil-teachers. Map-drawing forms an exception. It has not received sufficient attention. The maps drawn by pupil-teachers from Episcopal schools were especially defective. In some cases it seemed, indeed, as if the candidates had been making a first tentative effort in the matter of map-drawing. As if to show what thorough training and patient work could do, one map was beauti-

Digitized by Google

fully drawn and far out-distanced the work of the rest of the candidates. I need not repeat former remarks about the written answers. Patient and thorough work on the lines of instruction adopted in most schools should make the pupil-teachers capable of giving correct and relevant answers to the comparatively simple questions set to them."

In reporting on the papers worked by male candidates, Mr. Waddell remarks:—

"The papers seem to be of fair average merit. Full marks being 70, I have noted only one paper which reached 60, and one which exceeded that number by 3. No paper, I think—certainly very few—fell below 20 marks; but there was a considerable number between that and 30. The great bulk of the papers would, I should say, oscillate between the limits of 35 and 50. As is generally the case, full marks were secured in *composition* more frequently than in other subjects. Next, perhaps, to composition would rank *paraphrasing*; and for a similar reason. The tests of merit are in both these cases less definite than in most others, and one hesitates to strike off marks where no specific fault can be alleged. *Parsing* and *analysis* were both done creditably in the main. The faults most often seen in the former were the omission of syntax, and the failure to bring out the niceties involved in some of the selected words—*many*, for example, was invariably dealt with as if 'tale' had been 'tales.' In *analysis* room was often wasted, especially by those who arranged the parts of the sentences perpendicularly. I do not see why this perpendicular method should not as naturally fall into tabular form as the horizontal one; the headings in both systems being given only once, and the sentences being properly arranged opposite or beneath, as the case may be. Other faults in this subject were a tendency to expand phrases into clauses by supplying the portions 'understood,' and also to describe certain clauses as adverbial or adjectival 'subordinate to clause'—without specifying the part of 'clause'—to which they were thus related. Grammar.

"In Question 4, section *b* was generally omitted. Question 5 was rarely done in an intelligent manner. The statement which forms the question is worded somewhat suggestively, but the answers were almost always confined to conventional definitions or descriptions of a pronoun. Question 6 was not well done, the candidates frequently failing to see that they were restricted to nouns as the basis of their verbs. On the other hand, No. 7 was dealt with successfully. The answers to the final question furnish a curious illustration of the extent to which publishers, in drawing up their works, fix their eye on the English market, and to which teachers confine themselves within the circuit which the publishers thus mark out. The Norse element was treated almost entirely in relation to Alfred and Canute, and English place-names were freely used in illustration of the selected endings, so much so that even Westminster was cited as an example of the termination *-ster*."

In reporting on the papers worked by the female candidates, Mr. Barrie states:—

"The composition generally was far from satisfactory. Such ideas as the candidates had were seldom well expressed, and very few of the letters or essays were free from errors of grammar and spelling. Indeed the composition of a 6th Standard in a good elementary school would compare very favourably with the average composition of the candidates. As a rule, the composition of non-pupil-teachers was superior to that of pupil-teachers, while in the rest of the paper the pupil-teachers showed to much greater advantage. This would seem to indicate that pupil-teachers during their apprenticeship receive less systematic training in composition than the importance of the subject demands.

"The parsing and analysis presented no special difficulty, and were generally very well done. The analysis was full and, except in a few cases, was clearly set down in tabular form. The paraphrasing was, on the whole, very creditable.

"The answers to the general questions on grammar were fairly done, but they were seldom complete.

Digitized by Google

"The Norse element in Scottish place-names was generally attributed to the influence of the Norman Conquest of England."

Mr. Dunn reports :—

School management.

"Speaking generally, these papers indicated a much better acquaintance with practical details than principles. This is to be expected, as the pupil-teachers receive no instruction on the principles of school management.

"It was evident that the majority did not know what was meant by *Teaching Notes*, and presumably have not been in the habit of using them. This part of the work took the form either of a childish paraphrase of the passage prescribed, or was presented in the hackneyed 'Matter and Method' of Notes of Lessons, or consisted of a series of directions addressed to an imaginary teacher.

"The Notes of Lessons exhibited the usual characteristic defects.

"(*a.*) Matter and Method—a division to which the candidates clung with fond devotion—were very imperfectly discriminated, and the details of the lesson oscillated from the one to the other on no logical principle.

"(*b.*) The details were often a mere enumeration, were often trivial, obvious, or unimportant.

"(*c.*) The aim of the lesson was, as a rule, too vaguely indicated.

"(*d.*) The conduct of the lesson was frequently ill-adapted to the class for which it was designed.

"(*e.*) The lesson was often not managed in an educative way, so as to stimulate thought, to trace cause and effect, and to indicate successful adaptation of means to ends.

"(*f.*) Very frequently too much knowledge on the part of the children was assumed.

"I may add that a considerable number of the candidates showed a want of general information. Thus rabbits and hares were included among the *felidæ*, and the pendulum was said to make the clock go. Occasionally also ludicrous errors were made. Thus, in a lesson on the clock, one candidate stated that 'A man was a gasalier and he made a pendulum.' Several candidates also stated that the whiskers of the tiger enabled it to *smell* its prey.

"The language of the candidates was, as a rule, good (it is to be observed that they were *females*), often, indeed, there was evidence of considerable literary power; and spelling was generally correct. The misuse of *learn* for *teach* was, however, far too common; but this is probably a Scotticism.

"Mental arithmetic is evidently too much neglected in our schools, for the question bearing on this subject was in most cases either entirely avoided, or answered in a way that indicated entire miscalculation of the scope of the question.

"As a practical corollary to these remarks, the suggestion may be made that questions on school management might very usefully form part of the annual examination of pupil-teachers. Space might be found for this by omitting requirements of much less importance, for example, map-drawing, an accomplishment very laboriously acquired, and apparently of so little practical use, or at least so little employed, that I have never seen a pupil-teacher draw from memory any sketch map on the blackboard."

Dr. Smith reports :—

"The chief defect in the papers was lack of form. The candidates had in most cases read a good deal of matter from the text-books, and had been successful in understanding and assimilating what they read. In very many instances, however, there had been a want of careful preparation for the examination on the part of the teacher.

"The most pleasing feature in the papers was that every now and then there was evidence that the candidates were, in the answering of the questions, elaborating the results of their own experience."

Mr. Scougal reports :—

Domestic economy.

"As this is the first occasion on which I have had papers on this subject to revise, I cannot make any comparison of this year's work with that of former years.

Digitized by Google

"The papers generally were creditable. Most of the candidates had evidently devoted considerable attention to this subject in their private preparation. But the too common faults of incompleteness, irrelevance, and want of method in the answering led to the conclusion that there had been lack of systematic instruction and of practice in written examination.

"Sections III. (*Clothing and Washing*) and IV. (*The Dwelling*) were generally the best answered; Sections I. (*Food—its Composition*) and VI. (*Savings and Investment*) almost invariably the worst.

"The following remarkable explanation of the proverb, '*Penny wise, pound foolish*' was given by one girl: 'This shows clearly that for every wise, good action a man does, he will perform 240 foolish, bad ones!'"

Mr. Bathgate reports:—

"The papers, as a whole, seem to me satisfactory. The subject is well within the comprehension of the candidates, it has been carefully studied, the answers are usually clear and well written, and in a good many cases are extremely well done.

"The most prominent fact that emerges in comparing the different parcels of papers is the decided superiority of those done by candidates presenting themselves at the Aberdeen colleges. The maximum marks are 60, and the average mark obtained at the different colleges is:—Aberdeen Church of Scotland, 46·3; Aberdeen Free Church, 44·2; Edinburgh Free Church, 43·7; and Edinburgh Church of Scotland, 37·6. Nor do these figures indicate the full superiority of the northern candidates. The candidates who obtain 50 marks and upwards are at—

"Aberdeen Church of Scotland	-	32 out of 76	=42 per cent.
"Aberdeen Free Church -	-	14 ,, 52	=26·9 ,,
"Edinburgh Free Church -	-	16 ,, 96	=16·6 ,,
"Edinburgh Church of Scotland	-	4 ,, 94	= 4·2 ,,

"The Aberdeen papers, as a rule, contain more information, better arrangement of it, and a superior style of writing it out. I have no local knowledge to suggest an explanation of this fact, but it certainly indicates a more business-like and scholarly training of pupil-teachers.

"The answering of the questions in detail calls for little remark. A number of mis-statements occur pretty frequently. In answering the first question water is often called a mineral, because it contains minerals. The last question about life insurance and savings banks, relating as it does to business rather than to household management, naturally calls forth the most questionable statements. It is repeatedly said that the Post Office Savings Bank is alone responsible for deposits made with it, the meaning aimed at being that it alone offers perfect security. The following statement occurs with variations of phrase: 'You can insure your life to get so much when you die.' The following shows confusion of thought in the desire to provide for all emergencies: 'Money is provided by the company to defray expenses at the birth 'of a member or in pecuniary distress.' Another candidate says: 'In time of 'dull trade the father is suspended for a time.' Careless composition is responsible for much of this, as, also, when a candidate says: 'With wincey dresses the girls may go both summer and winter, thus lasting for a year.'

"But, as I have said, the papers seem to me in most cases very satisfactory. On the other hand, a good many candidates in the southern district certainly do weak work, which, as coming from the recognised members of a teaching staff, should be screwed up to the average level."

Languages.

Mr. W. Y. King, who examined the language papers written by the male candidates at all the Scotch Training Colleges for the last six years, reports:—

"I have the honour to submit my sixth annual report on the language papers written by male candidates at the Scotch Training Colleges.

"The general results are shown in the following table (see paper A.), which corresponds with those sent up in former years. The only difference is that this year I give the number of papers which have earned 45 or more marks (instead of 40), as I understand that 45 marks, or 75 per cent., are now required to entitle a student to attend the University.

Digitized by Google

"The average mark for Latin has risen from 32 last year to 36·2, and although the number of papers is slightly less, more papers reach 45 marks than last year reached 40. Apart from figures, I think I have had more really good papers this year than ever I had. On the other hand, the *bad* papers appear to be getting worse. This may be due to the system of sending the best students to the University. If the pupil-teacher thinks his Latin is likely to be good enough to give him a chance, he works hard at it to secure his 75 per cent., but if he is weak in Latin, he neglects it for his other work. The translation of the first book of Cæsar continues to be carefully prepared by means of keys, and very accurately reproduced; Latin prose continues slowly to improve; such constructions as 'dico ut' are, however, still favoured by many. I was much surprised to get such poor answers to a question asking the Latin for 'I was teaching,' 'to be about to advise,' and other parts of regular verbs. Blunders in person, mood, and tense were all frequent, but above all, in voice. The distinction between active and passive seems to be especially difficult to grasp; students who do really good papers otherwise will parse *venturus* as passive. Possibly this is because in the English grammars now chiefly used in schools the distinction of active and passive is discarded.

"In Greek the work is much of the same character as in former years, though the average has fallen from 35 to 34 marks. This is probably owing to the mistakes made in the second piece of translation, which was taken from one of the last chapters of the Anabasis, Book I. Apparently a number of candidates had not read the whole book. There is a great want of practice in writing the Greek character. Breathings and iotas subscript are neglected, the long and short vowels are confused, and even the less usual letters, such as X and Z, are imperfectly known. Not one in five can turn the word Xenophon correctly into Greek. This is a matter that a very little care and practice would cure; at present it causes serious reductions in the marks given for Greek prose sentences.

"I regret that French continues to earn very few marks. Of 55 papers only one reaches 75 per cent. Much of the translation is mere guess-work, and very little power is shown of turning English into French.

"In addition to the papers of the males, I have this year had the language papers from two female colleges. Some five or six candidates attempt the Latin paper; all the rest take French. In one college the work is poor; in the other (Aberdeen Church of Scotland) a number of the girls do very creditable papers."

PAPER A.

Highest Mark, 60.

		Number of Papers.	Number obtaining 45 Marks or over.	Average Mark.
Edinburgh Church of Scotland	Latin	60	23	36·5
	Greek	10	4	35·
	French	24	1	23·875
Edinburgh Free Church	Latin	43	16	39·3
	Greek	11	4	35·
	French	10	0	30·
Glasgow Church of Scotland	Latin	66	22	35·
	Greek	13	4	30·
	French	11	0	27·3
Glasgow Free Church	Latin	58	19	33·3
	Greek	9	3	36·4
	French	10	0	25·5
SUMMARY.				
Latin		227	80	36·2
Greek		43	15	34·
French		55	1	26·
German		1	—	40

Digitized by Google

Mr. Andrew, who revised the language papers worked by the female candidates, reports:—

"I received 404 papers for revision. A very few of these are Latin and German, but the great majority of the papers were French.

"The first question, consisting of a very judiciously chosen passage for translation from French into English, was, on the whole, well done, and, in a large number of instances, it was possible to assign full or very nearly full marks to the renderings given. The word 'tisons,' very frequently translated 'tongs,' and the last sentence of the passage, 'Que les doigts de l'enfant, &c., &c.,' proved the chief stumbling-blocks.

"Questions 2 and 3 on pure accidence were also, in general, very correctly answered.

"The attempts at Question 4, 'Illustrate by examples the use of *en* and *y*,' were, except in the case of the very best papers, poor.

"A large number of the candidates missed the point of the latter part of Question 5.

"Question 6, the translation of five simple idiomatic sentences from English into French, was the one attempted with least success by the majority of the candidates. It is deserving of note that the papers in which this question was answered with accuracy were, almost without exception, worked by candidates who had not been pupil-teachers.

"The papers as a whole, however, appear to me to indicate a very considerable advance upon the amount of grammatical knowledge of French with which candidates are now coming up compared with what they did eight or ten years ago; and with vigorous and effective teaching during their two years' course of training, they ought to leave very well qualified to impart elementary instruction in this language."

Mr. Small reports:—

"These papers were written by female candidates who were examined at the Training Colleges in Edinburgh and Glasgow. The numbers are:—Edinburgh Church of Scotland, 94; Edinburgh Free Church, 96; Glasgow Church of Scotland, 122; and Glasgow Free Church, 144; in all, 456. Dictation and penmanship.

"The number of pupil-teacher and non-pupil-teacher candidates cannot be given with absolute certainty, as many of the tables at the head of the papers were incomplete. The following table gives, as near as possible, the numbers in the two classes, and also the results of the dictation exercise. Under the heading 'non-pupil-teachers' are included all the candidates who stated that they had not been apprenticed, and those who failed to complete the tables.

	Edinburgh Church of Scotland.		Edinburgh Free Church.		Glasgow Church of Scotland.		Glasgow Free Church.		Totals.	
	Pupil-teachers.	Non-pupil-teachers.	Pupil-teachers.	Non-pupil-teachers.	Pupil-teachers.	Non-pupil-teachers.	Pupil-teachers.	Non-pupil-teachers.	Pupil-teachers.	Non-pupil-teachers.
Number making—										
No mistake - - -	40	4	53	10	69	4	69	13	231	31
One " - - -	24	7	18	3	29	8	34	8	105	26
Two " - - -	10	2	6	1	6	0	8	3	30	6
Three " - - -	4	2	2	1	3	0	3	0	12	3
Four " - - -	1	0	0	1	2	1	3	0	6	2
Five " - - -	—	—	—	—	—	—	1	—	1	—
Six " - - -	—	—	—	—	—	—	—	2	—	2
More than six mistakes -	—	—	—	1	—	—	—	—	—	1
Totals - -	79	15	79	17	109	13	118	26	385	71

Digitized by Google

"From the preceding table it will be seen that 262 candidates, or 57·4 per cent., have correctly written out the exercise, and that only 63, or 13·8 per cent. of the whole, have made more than one mistake.

"The passage is, I think, of more than average difficulty, and is a pretty good test of the spelling ability of the candidates. The results, on the whole, are satisfactory. Almost all the mistakes are mis-spellings pure and simple, and it is with such words as 'upheaval,' 'inaccessible,' 'grandeur,' and 'picturesqueness,' that they invariably occurred. Some mistakes were made with 'architectural,' 'dislocation,' and 'destitute,' but these were caused, apparently, more through carelessness or excitement than anything else. A good few candidates had evidently misheard some of the words; thus 'upheaval' becomes *appeal*, and *an evil*; 'architectural' *agricultural*; 'coal,' *gold*, and *cold*; and 'metals' is, in one instance, transformed into *mackerals*. It is hardly credible, or creditable, that pupil-teachers who have finished their apprenticeship should be in doubt about their 'theirs,' yet such mistakes happened oftener than once.

"To effectually prevent any cause of complaint as to indistinct hearing or mishearing on the part of candidates, an exercise, such as is given to the graduates, in the school management paper No. 2, might, with advantage, be set. This exercise, the candidates should be required either to re-write correctly, or, if printed in lithographed penmanship, to revise and mark in a given time.

"The specimens of penmanship are, on the whole, very far from satisfactory, and I would be very sorry to see any but a very few out of the whole set before pupils for imitation. It is quite true that with the lithographed headlines for copies, such as are now available, pupil-teachers are seldom if ever required to 'set' a copy. But it is none the less necessary that they should be able to demonstrate, by means of the blackboard, how the different parts of the letters should be joined, the proper form of the *loop* and *turn*, the relative lengths of the long letters, and the size and proportion of the capitals. I question very much if even one tenth of the pupil-teacher candidates ever gave such a lesson to their pupils, and I am afraid that many would make a very poor appearance if they tried. There appears to be considerable doubt as to what constitutes 'large hand,' and the difference of opinion as to *size* is great. As a rule, the 'small hand' specimens, though often neatly written, are much too small.

"I noticed, in many instances, that candidates, who failed to produce good specimens for imitation, wrote out the dictation exercise in an excellent free hand—clear, bold, and legible—and that many who wrote a fairly good specimen for copy-setting were less successful with the current hand.

"The quality of the writing as shown in these specimens is much inferior to what it should be, and too little attention is given to this exercise in the training of pupil-teachers."

General review.

From these reports it is gratifying to observe that the pupil-teachers still continue to maintain their intellectual superiority as a class. They now form the staple of the Training College; as out of 848 students (male and female) in actual attendance at the Training Colleges during last session, 784, or 92·45 per cent. of the whole number, had been pupil-teachers. This promises well for the future. Their previous instruction and training under the many able and accomplished teachers in our elementary schools should have prepared them, in some degree, for that higher and broader culture which it is the function of the Training College and the University to supply. But as nearly one half of the Queen's scholars failed to obtain the University mark, something ought to be done to supply the Training Colleges with better material to work upon. Their students must come to them in riper mental condition. By this means only will the colleges be put in a position to do the higher work that is now demanded of them—to become, in a word, more academic and less scholastic. This implies that our pupil-teachers, before they become Queen's scholars, must be better educated. They must especially acquire more general culture, more intelligence and

Digitized by Google

thinking power, more quickness and elasticity of mental grasp. In previous reports I have called attention to this subject, and I trust that steps will be taken to improve the preliminary education and training of our pupil-teachers. I say both education and training; for I am decidedly of opinion that before entering the Training College they should be carefully instructed in the elements of practical method and school management—they should, in a word, be able to make a better appearance in this subject at the admission examination than they have done hitherto. Although at the recent examination there would appear to be a slight advance on former years in respect of a knowledge of practical details, ignorance of principles is still conspicuous. This was to be expected, as pupil-teachers receive no systematic instruction in the principles of school management. Indeed, until this subject be specially provided for in the curriculum of the pupil-teacher, and a systematic and graduated course of instruction prescribed, little improvement can be reasonably expected. In short, while a thorough and exhaustive study of the subject is the proper function of the Training College, a certain amount of instruction in intelligent methods of teaching might, with propriety, be given during apprenticeship.

Results of the admission examinations, as regards Classics, Mathematics, and School management, for 1885 and 1886 compared.

As it may be interesting, I prepared the following tabular statement of the numbers who passed in the four university subjects; and, for the purpose of comparison, I have given the corresponding results for 1885 from my report for that year:—

ADMISSION EXAMINATION, JULY 1886.

	1885.	1886.
Total number examined - - -	245	235
„ „ passed with credit - -	205	208
Number passed in Latin, Greek, Mathematics, or School Management - - -	74	80
Number passed in four subjects - -	4	5
„ „ in three subjects - -	19	17
„ „ in two subjects - -	26	29
„ „ in one subject - - -	25	29

or, speaking more precisely,

Passed in four subjects:		
Latin, Greek, Mathematics, and School Management.	4	5
Passed in three subjects:		
Latin, Greek, and Mathematics - -	11	5
Latin, Mathematics, and School Management	5	12
Latin, Greek, and School Management -	3	—
Passed in two subjects:		
Latin and Greek - - - -	2	2
Latin and Mathematics - - -	13	14
Greek and Mathematics - - -	—	2
Latin and School Management - -	1	—
Mathematics and School Management -	10	11
Passed in one subject:		
Latin - - - - -	4	4
Greek - - - - -	1	2
Mathematics - - - -	14	15
School Management - - -	6	8
Totals - - -	74	80

Digitized by Google

there were thus,

	1885.	1886.
Passes in Latin - - - -	43	42
„ Greek - - - -	21	16
„ Mathematics - - -	57	64
„ School Management - -	29	36
Totals - - -	150	158

The following more detailed analysis may be interesting, as showing the numbers who passed in the four university subjects respectively:—

TABLE I.

Name of College.	1885. Passed in Latin.	Greek.	Mathematics.	School Management.	Total Passes.	Total No. passed in Subjects.	1886. Passed in Latin.	Greek.	Mathematics.	School Management.	Total Passes.	Total No. passed in Subjects.
Edinburgh Church of Scotland.	7	3	8	5	23	12	11	4	16	7	38	20
„ Free Church	13	6	17	7	43	20	10	4	18	7	39	19
Glasgow Church of Scotland.	12	5	14	6	37	19	14	6	17	11	48	22
„ Free Church	11	7	18	11	47	23	7	2	13	11	33	19
Totals -	43	21	57	29	150	74	42	16	64	36	158	80

TABLE II.

Name of College.	1885. Passed in One Subject.	Two Subjects.	Three Subjects.	Four Subjects.	Total Passes.	Total No. passed in Subjects.	1886. Passed in One Subject.	Two Subjects.	Three Subjects.	Four Subjects.	Total Passes.	Total No. passed in Subjects.
Edinburgh Church of Scotland.	5	3	4	—	23	12	9	6	3	2	38	20
„ Free Church	6	6	7	1	43	20	6	6	7	—	39	19
Glasgow Church of Scotland.	6	9	3	1	37	19	4	12	4	2	48	22
„ Free Church	8	8	5	2	47	23	10	5	3	1	33	19
Totals -	25	26	19	4	150	74	29	29	17	5	158	80

Digitized by Google

TABLE III.

Passed in	1885.					1886.				
	Edinburgh.		Glasgow.			Edinburgh.		Glasgow.		
	Church of Scotland.	Free Church.	Church of Scotland.	Free Church.	Total.	Church of Scotland.	Free Church.	Church of Scotland.	Free Church.	Total.
Latin, Greek, Mathematics, and School Management.	0	1	1	2	4	2	0	2	1	5
Latin, Greek, and Mathematics.	2	5	1	3	11	1	3	0	1	5
Latin, Mathematics, and School Management.	1	2	1	1	5	2	4	4	2	12
Latin, Greek, and School Management.	1	0	1	1	3	—	—	—	—	—
Latin and Greek -	0	0	1	1	2	0	0	2	0	2
Latin and Mathematics	1	5	5	2	13	4	3	5	2	14
Greek and Mathematics	—	—	—	—	—	0	0	2	0	2
Latin and School Management.	1	0	0	0	1	—	—	—	—	—
Mathematics and School Management.	1	1	3	5	10	2	3	3	3	11
Latin - - -	1	0	2	1	4	2	0	1	1	4
Greek - -	0	0	1	0	1	1	1	0	0	2
Mathematics - -	3	3	3	5	14	5	5	1	4	15
School Management -	1	3	0	2	6	1	0	2	5	8
Totals - -	12	20	19	23	74	20	19	22	19	80

It thus appears that 80 passed in Latin, Greek, Mathematics, or School management in 1886, as against 74, in 1885; while 5 passed in four subjects, 17 in three, 29 in two, and 29 in one, as against 4 in four subjects, 19 in three, 26 in two, and 25 in one, in 1885.

Taken as a whole, the results of 1886 indicate a certain measure of progress and improvement. It is not great, but it is quite sufficient to argue an onward and upward motion in the matter of the higher education of the pupil-teacher.

CHRISTMAS EXAMINATION.

As in former years, I have given the reports of the revising Inspectors almost *in extenso*. Not that they can have much interest for the general public, but that they cannot fail to be of considerable value to those who are engaged in the important work of instructing and training the future teachers of Scotland. These reports are the work of men of large and varied experience, perfect independence of judgment, and intimate acquaintance with every department of educational work. They have thus a significance, apart from their intrinsic value, as the independent criticisms of experts on the work of the Training Colleges.

Digitized by Google

A large number of the students on the male side of all the Training Colleges attend the University, and are, therefore, exempted from taking, at the Christmas examination, the papers on such subjects as form part of the curriculum in arts or science, *i.e.*, arithmetic, algebra, mensuration, Euclid, grammar, Latin, Greek, and school management, when they attend the classes in mathematics, English literature, Latin, Greek, and the theory, history, and art of education in the University, and pass a satisfactory examination at the end of the session. This necessarily affects the general average, and should be carefully borne in mind when the following extracts are considered, as the University students may fairly be assumed to include the more intelligent and cultured members of the class.

Male Students.

Mr. Muir reports:—

Arithmetic. First year.

"To the first question (explanation of rules and terms) there were few answers that could be fairly called full and accurate. Very few, indeed, seemed to be able to show the reason of the rule for converting a vulgar fraction into a decimal, and perhaps fewer, the reason of the rule for converting a mixed circulating decimal. Several did not distinguish between 'interest' and 'rate of interest.' It was simply astonishing to find how many could not explain 'true discount' and 'bankers' discount.' This ignorance obtained even in good papers. One student who got 65 marks out of a possible 80, defined as follows: 'True discount is the sum given for the loan of any 'money. Bankers' discount is the money taken by the banker for his 'labour.'

"I do not think that there were more than one or two who distinguished properly between per cent. and per-centage.

"Too many of the answers showed a want of knowledge of principles. Take, for instance, Question 3. 'A sum of money at 5 per cent. compound 'interest amounts in three years to 926*l.* 2*s.*, what would be its amount in five 'years'? Some gave themselves the unnecessary labour of calculating the original amount. Some set it down as a question in proportion—

	£	*s.*
3 : 5 ::	926	2

"There was a plentiful lack of simple methods of working, and of that neat setting down which enables an examiner to see at a glance the method which is being employed. I gave full marks for some questions which were solved algebraically, but I think that students should be warned against such a practice.

"The great number of students whose total marks are under 40, or even under 30, shows that there is something wrong with the teaching of the subject, or that many are striving to crowd into the scholastic profession who are quite unfitted for it, though they may have managed to scramble through their apprenticeship. Several of them might manage to teach arithmetic by rule of thumb as far, say, as Standard IV. But how they are to do higher work, or to train pupil-teachers, is a mystery. I know that in my own district, at least, Standards V. and VI. are not doing very well in arithmetic."

Mr. Macleod reports:—

Algebra and Mensuration. First year.

"More than half the number of students in each of the Training Colleges may be said to have worked good papers; but the number of inferior papers is larger than I would expect; and of these some were so poor that I should say their mathematical training must have been of no value whatever to the candidates.

"No candidate was able to give a proof of the theorem in Question 1; but while there is nothing subtle in the demonstration, the attention of students is not usually given to it until they reach a more advanced stage of the subject, and I was, therefore, not surprised at the universal unacquaintance with the proof.

Digitized by Google

"Several students solved Question 2 correctly, but none did so in the neat way it might be done by a correct use of brackets.

"In Question 3, but few succeeded in giving the L.C.M. of the given expressions. Several gave a C.M. of them, and, perhaps, were not aware that a C.M. and a L.C.M. are different quantities.

"In one of the colleges several of the students gave correct solutions of the second part of Question 5; but very few in the other colleges attempted it, while most of the attempts were failures. A very fair number succeeded with Questions 7, 8, and 9, and a few with Question 10.

"In mensuration the results were fairly satisfactory. Not above three students, I think, in all, solved Question 2 in the simple way it admits of being done by deriving the product of the sides direct from the data without determining the sides separately.

"More attention might advantageously be given in all the colleges to neatness of solution."

Mr. Macleod reports:—

"The average per-centage of total marks obtained in the four Training Colleges was 40, 47, 49, and 50 respectively. A few of the students obtained marks considerably higher than the average, and these may be considered to have done good work. Question 3 was that in which the best students most generally failed. I think there was only one student who was correct with the numerator and the denominator of the coefficient of the general term; and he neglected the law of signs, nor did he succeed in giving that neat form to his denominator, which makes its highest factor identical with the index of a. Second year.

"It would not be difficult to select, at the end of the second year, those students, who must have entered the Training College imperfectly grounded in the elements of mathematics, although it is surprising that so long a course of efficient instruction should not obliterate the marks of the previous defective education. The explanation is probably to be found in the circumstance that the number of branches of study in the training college is too large to admit of a student making up for considerable lee-way in any one, and especially when that one happens to be one, concerning which the belief, rightly or wrongly, is very general, that tolerable proficiency in it can only be attained through special ability.

"The excitement of examination might account for a student placing a fraction, whose numerator was equal to its denominator, as equivalent to zero; but such expressions as the following could only be utterances of minds unaccustomed to think:—

"'Logarithm is that number which multiplied by itself gives the number.'

"'Logarithm of a number is the index to which that number must be raised in order to be equal to a given number.'

"'Log. is the index of the power to which the log. must be raised to be equal to that number.'

"Quite in keeping with that mode of expression was the solution in many instances which gave the present value of a perpetual annuity as less than the annuity. Under the same head might also be put the case of the student, who, discussing the question on the theory of quadratics, said, 'If α and β are 'equal roots of the equation, x must lie in value between α and β.' Those students who attempted mensuration, on the whole, did well."

Mr. Andrew reports:—

"The papers of the second year were, as a whole, of only fair merit. In many instances, the first question on the definitions was very poorly answered. This was markedly the case in regard to homologous sides. Scarcely a single paper evinced a clear grasp of Euclid's definition of proportion. Euclid. First and second years.

"The first year's papers were of much better quality, and gave proof that the subject had been well mastered. In the book-work the propositions in which a breakdown most frequently occurred were in the second question on the VII. of the 1st, and in the 7th in which the 48th is given."

Mr. Barrie reports:—

"The composition was, on the whole, very fair. Most of the essays were written in clear and grammatical language, were generally free from errors of Grammar and Composition. First year.

Digitized by Google

spelling, and were fairly punctuated. Much originality of thought was not to be looked for, but even in this respect many of the essays were not without very considerable merit.

"Parsing and analysis were, in almost every case, well done, and a high average of marks was gained.

"The explanations of expressions and allusions in the works prescribed, as well as the answers to the general questions on Milton, Dryden, and Pope, were, on the whole, very satisfactory, and gave evidence of careful study.

"There was considerable vagueness in most of the answers to the question on the use of the subjunctive mood, and on the primary and secondary meanings of the prepositions *by* and *for*.

"On the whole the papers were creditable, and if few reached a high degree of excellence, very few were altogether unsatisfactory."

Mr. Barrie reports:—

Second year.

"The general style of the composition was distinctly better than that of the first year students. I found more originality in the treatment of the subject, more terseness and clearness of language, and a more general freedom from faults of spelling and punctuation.

"The character of the Fool in King Lear was the favourite subject. Some excellent essays were written on it, and very few were below fair. Many of the students, who selected the first subject, did little more than give a resumé of Bacon's essay. But on this subject, as well as on the third and fourth, some very good essays were written.

"The paraphrasing, as a rule, was good, much better than I have met with in former years. The points of the passage were fairly grasped, and a simple and just rendering was the common result. In a few cases an explanation of the passage did duty for a paraphrase.

"The comments on the words and expressions occurring in the works prescribed were, on the whole, very satisfactory, and the same may be said of the answers to the more general questions on King Lear and on the works of Bacon.

"Considering the period of English literature prescribed for study, and the length of the examination paper set, I cannot but express myself as satisfied with the evidence I had of careful training and diligent study. The answers to the different questions were, perhaps, not all that might be desired, but I am convinced that, in many cases, this was due more to want of time and space than to want of knowledge."

Mr. Sime reports:—

Geography.

"As a whole, a most creditable appearance has been made in this subject. I have been specially struck with the large number of good maps, and the excellence of many of the 'Notes of a Lesson.' In the other answers I have observed, as a rule, a large amount of knowledge.

"Altogether the papers are of a most satisfactory kind, and contrast very strongly with those worked by acting teachers."

Mr. Lobban reports:—

History.

"The papers are well done. They are distinctly superior to those of last year."

Mr. Calder reports:—

School Management. First and second years.

"Taken as a whole, the papers may be regarded as showing that the second year students have acquired a generally satisfactory knowledge of the principles and methods of school management, and that those of the first year have made considerable progress in the study of these.

"There is more uniformity this year in the quality of the papers worked by the students of the different colleges.

"In the second year papers the questions referring to logical and psychological processes were, as a rule, fully and intelligently answered. This was also the case with the questions relating to Froebel's system of education.

"The greatest amount of weakness was shown in the section that required the drawing up of a time-table, and the stating of reasons for the sequence of

Digitized by Google

the subjects adopted and the time given to each. Few really good working time-tables were produced, and the preliminary notes asked for were, in a very large number of cases, entirely overlooked. A considerable number also failed to answer correctly the third part of the section on registration. A good many were content with the fallacious average of the four averages given, while others announced that sufficient data were not given to find the average attendance for the year; thus showing that their knowledge of registration was of a very routine or mechanical nature.

"With regard to the papers of the first year students, there is no very noticeable difference from what has been frequently remarked on in former years. The questions were, as a rule, answered in a fairly satisfactory manner.

"The prevailing defect was the habit many had of answering only a part of the question, and hence gaining but a proportion, sometimes a very small proportion, of the marks allotted to a full answer. Whether this arose from mere carelessness, or from a want of a full knowledge of the subject, it is impossible to say, although I think it likely that both reasons were operative.

"There is a great contrast, this year, between the way in which the question on mental arithmetic in schools was answered, and that in which a somewhat similar question was answered at the previous examination. It then appeared as if the students had not heard much about the subject, but their attention has evidently been carefully directed to it during the past year, with the result that they now show a full and exhaustive knowledge of the purposes served by these exercises. Few of them, however, attempt the second question in this section, and of those who do a large proportion get quite confused in the effort to distinguish between numeration and notation.

"Again, while many draw up really good 'Notes of Lessons,' the result in a considerable number of cases is a medley of ill-arranged and often inappropriate matter.

"Far too large a proportion of the time is frequently taken up with the introductory part of the lesson, and several, in proposing to spend an hour, and even more, on an oral lesson, show an ignorance of child nature, and of the extent to which its power of attention can be profitably sustained in an exercise calling for a large amount of mental effort."

Mr. Muir reports:—

"The papers show that some elementary text-book has been pretty intelligently studied. Flashes of originality are to be deprecated in this subject of all others in the case of beginners, and the answers were generally on a prosy level. Several did not distinguish between peasant proprietary and peasant tenancy. A clear idea on these matters is very important in these times. Legal tender, lock-out, and limited liability were stumbling-blocks. Scotch bank notes, or other notes readily accepted, would have been, according to some definitions, included under 'legal tender.' In explaining lock-out, its meaning as a method of fighting trades' unions was lost sight of in most cases. It was usually made almost convertible with 'strike.' In one Training College, at least, the students seem to have been taught what 'limited liability' means. Political Economy.

"The first question was misunderstood by several. Instead of explaining how far a system of national education comes within the sphere of Political Economy, they proceeded to explain why Political Economy forms, or should form, an important part of education. As it is politico-economically correct that youths should be taught Political Economy, I allowed partial marks for such answers.

"One answer (or rather part of one) to Question 2 is worth preserving: 'An old painting will require much more work done to it to render it more beautiful, 'than a good farm will to render it productive.' Another student, who did a remarkably good paper, quotes the adage, 'A fool and his money are soon parted,' as *one* of the reasons why an old painting may 'fetch' more than a good farm."

Mr. Dunn reports:—

"The Latin papers were, on the whole, pretty well done as regards the translation into English of the passages prescribed. It was quite evident that the books had been conscientiously studied. There was hardly an instance of Languages. Latin.

Digitized by Google

'nonsense translation' (to use a convenient paradox). The version might be bald and unidiomatic, but still it conveyed sense; nevertheless, I must express the opinion that a version cannot be regarded as meeting reasonable requirements unless it is couched in idiomatic English. A slavish adherence to Latin forms of expression argues either ignorance, indolence, or want of taste on the one hand; or, on the other, an entirely erroneous apprehension that an idiomatic translation will be considered slipshod and indicative of a disposition to slur over difficulties by means of a dexterous paraphrase. This apprehension is quite unfounded, for no competent examiner can mistake the careful choice of equivalent English idioms for the vague and evasive phrases of pretentious ignorance. If it cannot be demonstrated that the study of Latin improves an English style, it should, at least, be placed beyond doubt that such a study does not debase it. In the second year's paper a number of somewhat difficult expressions occurred which were seldom very happily rendered, but yet the tentative renderings indicated, as a rule, that the difficulties had been faced. Still, '*se inter equitum turmas insinuaverunt*' should hardly be translated by 'wriggled into the crowds of the horsemen,' or 'screwed their way into the bodies of the cavalry.'

"As regards the poetical extracts, it was evident that Davidson's translation of Virgil (as I found out after examining the papers) had been most carefully followed, and, in many cases, practically reproduced by the students. The coincidences were too numerous and exact to admit of much doubt on this point. A tendency to 'cribbishness' should be carefully guarded against and steadily deprecated.

"The weak part of the papers was undoubtedly Latin composition, which, with a fair sprinkling of good papers, presented, in general, a dreary collection of grammatical inaccuracies, phrased logical impossibilities, and English masquerading in Latin. The amount of engineering applied to the expression 'to meet such an emergency' was extraordinary, and indicated that the candidates have not yet realised the supreme fact in Latin and Greek composition that 'the letter killeth.' The emergency being a possible repulse by cavalry, some such loose rendering 'ad illa præcavenda,' or 'si usus fuerit,' might have suggested itself; but no single admissible phrase appeared in any of the versions, so far as I recollect. Speaking generally, Latin composition appears to require much more attention.

Greek.

"The Greek papers were fair; but the tendency to 'nonsense translation' was more marked, especially in the first year's papers. Ignorance of accentuation accounts for some frequent blunders. Thus, *καὶ καλὴ θέα ἐγένετο* was several times translated, *and the goddess was beautiful*, or *and a beautiful goddess was present*. This goddess would appear to have been Venus, for in the next line the passage *θεωμένων τῶν ἑταίρων πολλὴ Φιλονεικία ἐγένετο*, was twice or thrice rendered 'as their sweethearts (or mistresses) were looking on, &c.' In most cases the accents were entirely ignored, but in some instances they were profusely sprinkled over the Greek words as a kind of garnishing *ad libitum*. But why should we be hard on students when professional scholars who write *ποταμὸς* pronounce the word *πόταμος*?'

"As a rule, composition was egregiously bad."

Female Students.

Mr. Dey reports:—

Arithmetic. First and second years.

"It would be impossible to make any distinction between the different colleges. The only thing that strikes one is the uniformity of excellence in the teaching at the different colleges. This is shown particularly in the answers to the questions designed to test the knowledge of the theory of arithmetic. The next thing that calls for remark is the extraordinary inferiority of the papers given in by acting teachers."

Mr. Waldell reports:—

Grammar. First year.

"I have the honour to submit a report upon 276 grammar papers (first year female students) entrusted to me for revision:—

"1. In the course of revising the papers time did not suffice to take a note of the marks secured by the various students; but my impression is that none

Digitized by Google

of the competitors fell much, if at all, below one half, and few greatly exceeded three-quarters of the total number of marks allowed for the paper. In most cases, the answers were pretty full, and contained an amount of information which showed that the prescribed work had been carefully studied with the aid of lectures or notes. I regret, however, that the students are not more frequently trained to present in a clear tabular or columnar form all answers which admit of such treatment.

"2. Of the four alternatives given for *composition*, the competitors divided their attention almost entirely between the first and the last. Those who took the second or third might be counted on the fingers. My own belief is that too large a variety of subjects tends rather to distract than to assist the writers. But it is not an unmixed gain to have a choice, nominally large, reduced in practice by the greater ease of certain subjects. In the essays on 'a holiday' the ideas were, as a rule, clearly and sometimes happily expressed; but in most cases the essay was rather a series of sentences referring at random to the more obvious aspects of the seaside, or of a holiday, than a composition passing on from a natural beginning to an appropriate close. The essays upon the character of the Princess Ida had rarely this fault, the subject almost compelling a given succession of ideas, but they had other defects. These were either (1) a tendency to sink into a mere synopsis of the poem, or (2) a pretty clear betrayal of indebtedness, even in the matter of language, to some common source. The subject is one that would certainly be touched upon in any notes or lectures designed to assist the students.

"3. It was clear that in some of the colleges the passages set for parsing and analysis had been commented upon in the class. Yet in the treatment of the more delicate points in each exercise the students seldom succeeded, or at least seldom showed more proficiency than senior pupil-teachers might have done. In the analysis an omission frequently occurred which I have previously criticised—the failure, namely, to state distinctly on what portion of a principal clause a subordinate clause depends. The latter is merely called 'an 'adjective or adverbial clause subordinate to clause A,' which is not a sufficient description, and may sometimes conceal positive error. It will occasionally happen that the nature of a clause might be matter of dispute—take, for instance, the clause included in the words 'conscious of what temper 'you are built,' in which case, if the subject had been carefully treated in the class, one would expect a short note explaining the reason for the view adopted. But any such elucidation was of rare occurrence. I have again to refer to the great clumsiness of arrangement which usually marked one type of analysis. The usual scheme is to indicate at the heads of columns the various subdivisions adopted, and to place underneath, in tabular form, the clauses successively analysed. Such an arrangement is very clear, and, with a little elasticity, might be made practically complete. Sometimes, for no good reason, a 'general analysis' is prefixed to this table in place of being included in it—a course which is a mere waste of room. But much greater confusion is introduced by those who, reversing the scheme, put the subdivisions perpendicularly, and the clauses opposite them. There is no reason why this method should fail in perspicuity, if the subdivisions were indicated but once down the margin of the paper, and the various clauses placed opposite them in regular sequence. This would simply be the former tabular scheme turned upon its side. But those who affect the latter method never do so arrange it. They repeat the terms 'subject,' 'predicate,' &c., before the portions of every clause analysed, thus squandering their space; and then scatter the clauses at random over the paper, very often crowding them into corners for want of room. The fault is so provoking, and so absolutely inexcusable, that it ought to be brought seriously under the notice of the Training Colleges.

"4. The allusions in Question 3 were in the greater number of papers given with clearness and considerable detail. In some cases, occurring at intervals, the detail was such as almost to make one regret having, before they were seen, given full marks for answers of a less complete character. In a few papers there was evidence of an attempt to construct answers by ingenious guesses from the words given in the question.

"5. Question 4 got full marks, perhaps more frequently than any other, and yet the answers gave me less satisfaction than those to several others. It

Digitized by Google

was, like the 'character of the Princess Ida,' a question, the materials for answering which evidently lay to hand in the sources of information open to the students. The answers were thus copious and to the point; but the views, and even the language, were not generally those of the writer. As this dawned on me, I would gladly have revised some of my past marks, but that, when working at the rate of 40 papers a day, there can be 'vestigia nulla retrorsum.'

"6. The answers to Question 5 call for little remark.

"7. The inflection 'its' was well explained in only a few papers. In many cases there was an attempt to construct an answer by paraphrasing the terms of the question; while in some the answer consisted of irrelevant statements about inflectional and non-inflectional languages, and about the races which have succeeded one another in this country.

"8. The derivations were of very various merit. In some cases, as is not unnatural where information must be given largely at second hand, the derivation was right, but was referred to a wrong language."

Mr. Stewart reports:—

Second year.

"Of the three alternative subjects for composition 'the character of Rosalind' was generally chosen. A few took 'birds of a feather, &c.,' and about half a dozen 'ballad history.'

"The favourite theme had evidently formed the subject of many former essays, to judge from the similarity of the lines of treatment. But there should be enough diversity and individuality amid the similarity to show the impress of the student's own mental mould, and this was not always the case.

"Text-book phrases, unless introduced as quotations, should be avoided.

"Another practice to be commented on unfavourably is a tendency to catalogue the qualities of character with following illustrations, *e.g.*, 'R. was 'impulsive, as is shown, &c.,' 'She was also high spirited, as is seen, &c.' Now this process may exhaust the matter, but it must cramp the form and render proper balance and periodic structure impossible of attainment.

"The salient points of character should be introduced incidentally and logically in connection and harmony with the progress of the action of the play.

"In some cases a mere historical account was given, without reference to the phases of character displayed in the various situations. This defect, however, was not so common.

"As the field of work is prescribed, it is natural that essays on all the leading characters should have been frequently written beforehand, as it is certain that one or more will, in such a case, be selected for treatment.

"Now it is difficult to estimate individual capacity by work which has been directed and supervised, and is, in fact, more or less a reproduction of previous efforts. The writing of an essay on some new and unexpected theme would be a much better test both of general knowledge and power of expression.

"The passage selected for paraphrasing proved an admirable test of individual merit and relative skill; while the work was generally well done, and often particularly so.

"The explanation of the meanings and allusions of passages quoted from the play was generally feeble, meagre, and inaccurate. The amount of aimless —I would almost say *dishonest*—guessing was most reprehensible.

"The 'South Sea Discovery,' 'Irish Wolves,' and the 'Stalking Horse' formed fertile ground for a crop of rank nonsense.

"No doubt the first expression is of very uncertain meaning, but that is no reason why it should be confounded with the South Sea Bubble."

"Irish wolves howl at the moon, I am told, because they want to get at her, but they know they can't; because by her light their prey are enabled to see them (the wolves) and thus escape; and one remarks, that after wolves were extinct in England large packs were taken across to Ireland.

"The stalking horse appears sometimes *at full gallop*, with the huntsman either *beneath, behind, on,* or *inside,* according to taste.

"One says that it was an instrument of torture outside the prison, on which criminals had to sit for periods in proportion to their crime.

"A notable exception to my remarks regarding the answers given to this uestion is the case of the Episcopal Training College, Edinburgh, where the

Digitized by Google

ground appears to have been most thoroughly and systematically gone over. The Edinburgh Free Church College is also here much above the average of the other colleges,

"The remainder of the paper was, for the most part, satisfactorily done, and showed often a careful and thoughtful knowledge of the subject."

Mr. Struthers reports:—

Geography. First year.

"It has been said, and perhaps with some truth, that normal students who have not been pupil-teachers are, to put it broadly, more intelligent than those who have served an apprenticeship. The effect of an almost exclusively practical training is to deaden their intellectual faculties. But, however this may be, there can be no question as to the culturing effect on pupil-teachers of the literary side of normal work. Acting teachers are, in most cases, pupil-teachers who have not had the benefit of this literary education, and whose training has been exclusively practical, and the difference between the papers of the two classes in such a subject as geography, where the difference might be expected to be least manifest, is enormous.

"The outline of the east coast of England was generally well done, the west coast of Scotland, as a rule, poorly. In every college there were a few striking exceptions. In many cases, however, the outline of the Firth of Clyde was the only part drawn with any approach to accuracy; the rest of the coast exhibited a succession of entirely arbitrary indentations.

"The answer to the second question was often given with a startling fulness of detail. This is in itself praiseworthy, provided a due regard be had to perspective, but when important tributaries and the most insignificant streams, leading commercial towns and obscure villages, are apparently put on a level, the real value of the knowledge, so laboriously acquired, is more than doubtful. One constantly finds in schools the most erroneous ideas as to the relative importance of places, and in this matter there is reason to believe the children frequently only reflect the ideas of their teachers.

"This false perspective came out still more strongly in the answers to the 3rd question. It would be hard, in reference to this question, to fix a standard list, deviations from which were to be counted mistakes, and accordingly a reasonable latitude of choice was allowed, but to place, as was not unfrequently done, Aden, New Westminster, Wellington, St. John's (Newfoundland), Ottawa, if not exactly at the head of the list, at least before such cities as Calcutta and Melbourne, argues that kind of acquaintance with details which is not knowledge.

"In the answers to the 10th question, and, to some extent, in the answers to the 9th, this defect was also prominent.

"The 4th and 8th questions were generally well done.

"The 5th question was one for which it was easy to obtain marks, but a question of this kind is calculated, almost more than any other, to bring out those qualities of imagination and power of description so valuable in a teacher, and accordingly it was only to answers which displayed these qualities that the highest marks were assigned. It was gratifying to find this question so well answered by a considerable proportion of students from all the colleges.

The 6th question was chiefly noticeable for the polemical style of treatment which it frequently received, laudation of the Celtic character and fierce denunciations of landlordism alternating with charges of indolence and of 'love of whisky.'

"The all but perfect uniformity—sometimes almost verbal identity—of the answers to the 7th question from the students of at least two of the Training Colleges would seem to indicate that it had been anticipated in lecture in the ordinary course. This question is responsible for more unintelligent answering than any other. There seemed to be a widespread belief that when the sun sets every day in the northern hemisphere it rises in the southern, in other words, that the earth revolves round its axis from S. to N. instead of from W. to E.

"Next to the map exercise, the most important question on the paper was the last. Here the students were not unfrequently hampered by a rigid adherence to the stereotyped division of subject into 'matter,' 'method,' and 'illustration.' Some prefixed to these an 'introduction' of the merely formal

Digitized by Google

and entirely useless character. There is no inherent virtue in these divisions, and in giving 'Notes of a Lesson' on any subject, the student should adopt such an arrangement as the particular subject naturally suggests. What is wanted is a plain statement, in the most compact form, of what it is she means to do, and how she would set about it, bringing into relief those points, which, having regard to the age of the children, their previous knowledge, and the nature of the subject, her experience as a teacher suggests should be attended to.

"In the notes given there was a constant disregard of the logic of definition. Surely to tell a young child that a hill is a 'lofty elevation' is a darkening of counsel.

"Altogether the paper was one suited to bring out general intelligence, sense of proportion, power of arrangement and of description, rather than knowledge of detail, and when regard is had to the necessarily varying degrees of natural ability among the students, the answers given may be said to show that this side of the subject receives a due amount of attention in the Training Colleges."

Mr. King reports:—

Second year. "Of 270 female students, 109 are exempted from taking this paper, I presume, because they obtained a sufficiently high mark in geography at the end of the first year. In looking at the work of the remainder, therefore, it must not be forgotten that it is the work of students who have been rather backward in this subject. Map-drawing continues to vary greatly in quality. In some cases the outline of India is given with wonderful accuracy, while in the worst cases it is merely an inverted pyramid with fancy indentations. The last question was not, as a rule, well answered; very few brought out the sense of the passage in such a way as to make the lesson either interesting or instructive to a senior class."

Mr. Harvey reports:—

History. First year. "History papers have been, for several years, intrusted to me for revision. Last year I reported that the papers were more satisfactory than formerly, and this year the improvement seems to be maintained. In almost all cases the students have acquired an adequate knowledge of the historical facts of the prescribed period. Irrelevant answers were, as usual, to be met with, and sometimes a want of intelligent comprehension of the question was noticeable.

"(No. 2.) 'Was Napoleon's imprisonment justifiable,' &c., and (No. 4.) 'Describe the social condition of Ireland,' &c., seem to have been felt the most difficult of all the questions. I think that, after a year's instruction, all the students might reasonably be expected to give succinct and intelligent answers to questions such as those mentioned above."

Mr. Jolly reports:—

Second year. "1. The papers were good as a whole, many very good, and some superior. One college, however, showed considerable inaccuracy.

"2. Their chief fault was the over-use of memory, with reproduction of the words of the text-book, one college showing this markedly. In paper after paper, especially in certain questions, the same words were employed till it became more than monotonous. You grew not a little tired of hearing about 'the throne of the Guelphs,' 'Burke's stately eloquence,' 'the young and beautiful Queen, surrounded by greedy and treacherous foes,' &c. Such memory-grind is bad in mere schclars, but intolerable in student-teachers, taught in Training Colleges, and points to grave faults of tuition.

"3. Questions involving the mere statement of facts were, as a rule, chosen in preference to those requiring thought, and these were generally done with great, and in many cases with excessive, fulness. This is a further proof of the abuse of memory in teaching, which, it would appear, is not confined to our schools. I venture to think, therefore, that higher marks should be given for questions involving thought.

"4. The marks obtained for the last question, the only one on the teaching of the subject, were much lower than they should have been, and the answers were very unsatisfactory. Most students gave a mere narrative of facts, and

Digitized by Google

those who classified them did not sufficiently think of the pupils to be taught, and the time at disposal. Method, including suggestions as to the manner of presenting the subject to children, was generally ignored, while, as a rule, not even the form of notes on any plan was adopted. Such treatment of such a question by future teachers, just leaving a Training College, surely indicates serious error in the teaching of history in these institutions."

Mr. Bathgate reports:—

"I need hardly say that I fully agree with Dr. Wilson in his remarks on the exceptional difficulty of attaining high results in this subject in the first year of study, owing to the absence of regular instruction in school management during the pupil-teacher course. At the same time, most of the students have obtained, by their experience in teaching, a considerable familiarity with the details of school work, and if this experience be corrected, consolidated, and methodised by a judicious course of training, theoretical as well as practical, in the Normal College, very satisfactory progress may be made in a year. School management. First year.

"I am confirmed in this view by the study of these papers, as the answers from certain colleges, on the whole, show how this work ought to be done, just as clearly as those from other colleges show how it ought not to be done.

"Before calling attention to cases in which the work is unsatisfactory, I think it advisable to give a few notes on the answers given to each question.

"I. As there was only one student not proceeding to a second year's training, and therefore, taking the question on registration, I need not comment on this subject.

"II. 1. The question on dialogue reading lessons was pretty well answered; the expedient of assigning the parts of the dialogue to individual scholars was less frequently recommended than it might have been.

"2. The question about the stage of progress at which the alphabet should be taught was, in many, perhaps in most cases, intelligently discussed with reference to the alphabetic, phonic, and 'look and say' methods. Great diversity of view was expressed within the papers of the same college, somewhat too great, in my opinion. While a premature dogmatism on the part of the students is, no doubt, to be deprecated, greater uniformity of method might be expected among the students of the same college.

"III. 1. The question about copy-setting and teaching to write was generally well answered.

"2. The subject of composition was fairly discussed. The preparation for composition in answering by sentences, and in the formation of sentences from given subjects, should be much more frequently noticed.

"Under the head of writing, one student curiously says that 'the pen should be held between the thumb and the fourth finger.'

"IV. 1. The question on mental arithmetic was creditably answered, and suitably illustrated.

"2. The subject of numeration and notation was fairly, although often unmethodically handled.

"V. 2. The question on the senses was fairly answered.

"VI. 1. The subject of recitation is treated with fair success, although the scope of the passage chosen is not, as a rule, clearly given.

"2. Learning by heart is well discussed in some of the colleges, and not so well in others.

"VII. 1. Arithmetic and formal grammar are contrasted with fair intelligence in many of the papers, but the students too seldom see the concrete nature of the examples in the former subject, and the purely abstract nature of grammar.

2. "The question about the mental differences of infancy and childhood is pretty well answered in some cases, but there is a want of consideration for the practical wants of these different classes, as well as a tendency to use psychological terms without understanding them.

VIII. "The Notes of a Lesson are, in most cases, creditably done according to the lights of the students, but their idea of method is not so good as it might be. One great obstacle to improvement is the use of the stereotyped arrangement called 'Heads—Matter—and Method.' Careful training in the writing of *précis* should be substituted for this meaningless scheme. It would produce

Digitized by Google

much greater clearness in the minds of the students, and would teach them to summarise their facts under titles, and not in awkward sentences, which too often leave the notes of a lesson in the form of a clumsy narrative or description.

"The subjects of the lesson are handled with creditable knowledge and intelligence. Extraordinary statements are sometimes made, as when in notes of a lesson on the 'Restoration,' it is said, 'this lesson is to give them a knowledge of one of the greatest events of the Stuart period, and to allow them to deduce previous events from it.'.

"I might quote examples of very diffuse and irrelevant answers from one college, and I have a long list of bad spelling from another, but I do not wish to occupy time by adducing any specimens that are not characteristic and instructive.

"As I have said, I think that the work done in several of the colleges is very hopeful, and in one at least decidedly satisfactory, and I see no reason why the other colleges should not rise to the level of these examples. I do not presume to suggest how much time should be given to this subject, but it seems to me that, in view of its supreme importance, more time should be found for it. Weak results could thus be made strong, and nothing would so much increase the efficiency of the average teacher issuing from the Training College. No Inspector can discharge his daily duties in school without feeling convinced that, however desirable increased culture may be in the teacher, a thorough training in method is tenfold more needful."

Mr. Marshall reports:—

Second year.

"The questions on school hygiene are very differently answered in the different colleges. The first question is physiological, and affords the students an opportunity of exhibiting their scientific knowledge. In many cases the practical result comes to little, and the information given amounts only to trivial reflections on the necessity of fresh air.

"In some colleges (*e.g.*, Moray House) the second question was answered very satisfactorily. The knowledge of the proper construction of a school-room, embracing its shape, height, lighting, and desk-system, &c., is generally full and accurate, and will be valuable, if applied in actual school life. To many of the students, however, school hygiene seems a new subject, and it evidently has not received much attention in the colleges.

"As formerly, the question on the time-table has been anticipated, and each college is represented by its typical time-table, even down to the precise school hours. The organisation is generally disregarded, although that is the most important factor after the distribution of time over the different subjects.

"The registration is generally correctly done, except as regards the method of finding the annual average, which is too often haphazard.

"In answering section VII. B., the students are apt to forget what constitutes an attendance.

"Notes of a lesson are intended to teach method, and also to foster preparation for school practice. Generally they take the form of composition, and very properly so, in my opinion. Of the six subjects set down, climate is oftenest taken, and the knowledge shown is ample and accurate.

"The Aristotelian maxim, 'Nihil est in intellectu quod non prius fuerit in sensu,' which Comenius applies in relation to sensible instruction, is not well understood even in its educational bearing. The necessity of object instruction is broadly insisted on, but the important relation of sense to intellect is not shown. When we cultivate the senses we cultivate the intellect; indeed, the intellect is only sense at a higher power under the form of universality.

"The danger of dealing with abstract notions, which convey nothing to the understanding of the child, is often well enlarged on, and the necessity not merely of having pictures, but of seeing things 'in natura' (with Comenius), is also adequately emphasized.

"The psychological section seems to me less satisfactory. The students do not fail to distinguish induction from deduction, but when they come to exemplify the distinction, the illustrations sometimes show misconception of the two processes.

"Except in the Aberdeen Colleges, the independence of the two steps is

Digitized by Google

also generally neglected. The way in which notions are elaborated is carefully brought out by some of the Aberdeen students. Too often, however, analysis and synthesis are confounded.

"In like manner a nominal definition of attention is nearly always given, but the process itself is not differentiated. The relation of attention to abstraction and reflection is scarcely mooted—much less that between sense and will.

"Few take up the subject of individuality, and those who do seem to underestimate its importance in the formation of character, and are not sufficiently careful in training the function of education proper as the moral formation of the individuality. The nature and place of school rewards are accurately stated by the students, and the impression left by their remarks is that the love of knowledge for its own sake has been duly insisted on in the Training College.

"The historical question on Fröbel is very unequally answered. Some of the colleges have evidently given little attention to Fröbel's life or work, and in many cases the relation of his system to that of Pestalozzi is ignored.

"It is not seen that the Kindergarten was meant as a preparation for the elementary school, and the essential character of the gifts and occupations, as bringing with them spontaneous work, is too seldom brought into relief."

Mr. Walker reports:—

"The similarity of many of the answers showed that they had got up the text-books well, and had a competent rote-work acquaintance with the subject, but few of the papers showed much that was more creditable. It was noticeable, too, that questions requiring exact knowledge, *e.g.*, Question 3, were generally passed over. If they were attempted, the exact knowledge was not forthcoming. Domestic Economy

"Only two fell below 50 per cent. of the value of the paper; the great majority got from 80 to 90 per cent. of the marks. There was, of course, the usual amount of careless reading of the questions, one candidate giving notes on 'soup' in place of 'soap,' and some eight or nine giving instructions as to the kind of food required 'by an invalid' instead of 'by an individual.'

"While the answers were thus generally satisfactory as to matter, there was very much to be desired as to form. Much, indeed most of the writing was bad, *i.e.*, not easily read. It was generally much too small and too light; close, and cramped, and crowded; with long letters much too long, *t*'s not stroked, *i*'s not dotted, and with very little attention paid to punctuation or division of sentences."

Dr. Smith reports:—

"I have to speak well of the performance of the papers on domestic economy. Nearly every candidate answered the full number of questions she was allowed to attempt, and, in most cases, the answers were as full as the time and space would admit. I was also well satisfied, generally speaking, with the method and character of most of the answers."

Mr. Boyd reports:—

"The exercises in translation from the prescribed book are, as a whole, satisfactorily done, the passages being correctly rendered into good English by a very fair proportion of the students. A frequent weakness, however, is the unvarying use of the English mood which resembles the French one in form, even when it does not bring out its exact meaning. French. First year.

"The translation of English sentences into French is, throughout, the poorest part of the work. It is well done by individuals here and there, but there is much and very general blundering in both accidence and idiom.

"The questions on the details of grammar are better answered, but here also there is considerable room for improvement, especially in acquaintance with the irregular verbs."

Mr. Robertson reports:—

"Translation from French is, as a rule, very fairly done; but the attempts at French composition show, on the part of most of the students, a very scanty Second year.

Digitized by Google

vocabulary, a hazy knowledge of the syntax of involved sentences, and, particularly, much ignorance of the proper use of the tenses of the indicative mood, except the present and the future.

"The grammatical section of the paper gave much trouble to the students. Rarely was one half of the homonyms given correctly discriminated, and the teaching of simple etymology still seems insufficient."

General Remarks.

Syllabus 1887. Recitation.

An alternative is now allowed. This removes the objection which I have repeatedly made to the subject proposed for recitation being confined to one book. One long piece, well and accurately committed to memory, is, no doubt, a positive gain to the students, but a judicious selection of three or four shorter extracts from standard authors is, in my opinion, better fitted to sustain their interest, and is, in the end, more likely to be retained as a permanent acquisition, than a long passage of several hundred lines from one author. This may contain many beautiful images and not a few suggestive ideas, but mixed up with much that tends rather to burden the memory than to enlighten the mind, or to improve the heart.

Geometry.

The work of the first year is increased by the addition of the 3rd and 4th Books of Euclid, while that of the second year is made more complete by the addition of the whole of the 6th Book of Euclid and his definition of proportion.

Languages.

The work for each year is now clearly defined, and a short passage of easy unseen Latin prose is added to the work of the second year, to test more thoroughly the idiomatic knowledge and *savoir faire* of the students.

English. Parsing, &c.

As it is the function of the Training College to prepare its students for the work of the elementary school, and as many of the candidates for admission show only a limited acquaintance with some of the more important subjects even of their pupil-teacher course of instruction, English parsing, and the history and geography of their own country must, for a time, continue to form an integral part of the course prescribed for the first year of residence. It should, therefore, be the main object of the authorities to see that students, during this year, are carefully and thoroughly instructed in all the branches required in the elementary school.

Reading and recitation.

I have so often reported in detail on these subjects that it may suffice, on the present occasion, to remark that the results were, as a rule, very satisfactory, and, in some cases, reached a high standard of excellence, more especially on the female side.

Needlework.

In the unavoidable absence of a report from the Directress of Needlework, I may state that I examined, as minutely as the time at my disposal would permit, the specimens of sewing, &c. worked by the students of both years in all the colleges, and had every reason to be thoroughly satisfied with the results of the year's instruction.

Drill.

This subject is daily becoming more and more important, and the time cannot be far distant when the teaching of gymnastics will be made compulsory in our elementary schools. In anticipation of this, arrangements have been made in all our colleges with one exception, and this, I hope, will soon cease to be an exception, to give regular and systematic instruction in military drill to all the male students, and in calisthenics and in such parts of military drill as are applicable to their case, to all the female students. These exercises are under the direction and superintendence of properly qualified instructors, and have, I am informed, been productive of much benefit to the general health of the

Digitized by Google

students, besides preparing them thoroughly for giving similar instruction in their future schools.

Teaching.

The lessons given by the students were quite equal to the average of former years. The notes of the three prepared lessons were, as a rule, well drawn up, neatly written out, and, in some cases, beautifully illustrated with pen-and-ink sketches, while the subjects were more carefully chosen and less ambitious than on some former occasions. These notes are a valuable addition to the exercise, and a guarantee that a certain range of subjects has been mastered, and much useful information acquired, during the session.

Tabular statement of Notes of Lessons.

As on former occasions, I give a tabular statement of the subjects selected by the students in the different colleges :—

Name of Training College.	Number of Students.	Subjects.									Total Number of Lessons.
		Geography, Political and Physical.	History.	Reading, Grammar, &c.	Arithmetic, &c.	Animals, &c.	Plants, &c.	Minerals, &c.	Manufactures.	Miscellaneous.	
EDINBURGH.											
Church of Scotland, Male -	37	44	15	16	21	—	—	2	2	11	111
" Female -	40	24	1	29	17	12	7	2	5	23	120
Free Church, Male - -	34	37	7	22	15	2	—	—	1	18	102
" Female - -	46	38	5	51	16	3	8	2	2	13	138
Episcopal Church, Female -	33	21	2	23	13	3	16	3	8	7	96
GLASGOW.											
Church of Scotland, Male -	38	22	4	38	16	1	1	4	8	20	114
" Female -	45	38	1	34	13	8	13	4	6	18	135
Free Church, Male - -	34	28	5	21	16	1	1	1	—	29	102
" Female - -	45	42	5	6	9	3	5	3	16	46	135
ABERDEEN.											
Church of Scotland, Female -	34	28	8	17	9	9	8	1	4	18	102
Free Church, Female - -	29	22	3	6	2	9	17	6	5	17	87
Totals - -	414	344	56	263	147	51	76	28	57	220	1,242

N.B.—Each student presents notes on three different lessons.

It thus appears that of the 1,242 Notes of Lessons presented to me 810, or 65·21 per cent. of the whole number, were on the elementary subjects of reading, grammar, geography, history, and arithmetic, while 432, or 34·78 per cent. of the whole number, were mainly on such subjects as find a place in our ordinary school-books.

A valuable addition to the prepared lessons.

In addition to these prepared lessons, I saw, as far as my time would permit, the students of some of the colleges at work in the different departments of the practising school. They taught in relays to suit the size of the class-room, and took up whatever subject the class happened to be occupied with at the time—reading, geography, arithmetic, &c. The work of the department went on as usual, the discipline and order remained quite undisturbed, and to the onlooker everything seemed in its normal condition. This is an important auxiliary to the prepared lesson, and I regret that the limited time at my disposal did not allow me to extend the experiment to all the colleges, but I feel assured that the results would have been equally satisfactory.

Digitized by Google

The Normal College and the University.

The Normal College and the University.

At a time when the relative advantages of the Normal College and the University as places of training for the teacher of the elementary school are so keenly discussed, it may not be out of place to state shortly what has been done by the authorities of the former to provide suitable practising schools in connection with all the colleges in Scotland. These are as necessary to a training institution as a well-appointed hospital is to a medical school. Indeed, a system of practical instruction in school-keeping, &c. would now be considered as incomplete without the one, as a course of medical education without the other.

Professional training.

In the general system of training pursued in the Normal College, the true aim of all the student's work, the educating and training of others, is never lost sight of. Each lecturer knows, from practical experience, the best method of teaching his own subject in an elementary school, and avails himself of every opportunity of bringing this knowledge to bear on the daily work of his class. On the master of method, however, this important duty mainly devolves. In all his lectures he ever keeps steadily in view the fact that the great design of a Normal College is to train teachers, first, by instructing them in the most approved methods of school-keeping and of imparting knowledge to the young; and, secondly, by carefully showing them how to observe the various processes of instruction pursued in the different classes of the practising school, and then allowing them to take part in the work themselves.

Design of training schools.

Design of the practising school.

With every college there is connected a large elementary school, called the practising or model school, in which the students, under the guidance and direction of the master of method, not only see the various processes of instruction in actual operation under experienced teachers, but also have repeated opportunities, as temporary assistants, of making themselves acquainted with all the details of these processes, and with the different parts of school-keeping, registration, &c. In this way the students, during their residence, are supposed to be more or less instructed in the best methods of teaching all the subjects usually taught in the elementary school. They should, at least, have been present at one lesson in every stage of each subject given by a teacher of approved skill and experience, and have then shown by their notes that they fully understood and appreciated each step in the process. When to this is added the criticism lesson, the centre of the training system, the *terminus ad quem* of all the instruction and training in the Normal College, nothing seems wanting to make up a complete course of instruction and training in the practice of teaching and school-keeping.

How far attained.

The criticism lesson.

Great point of difference between the Normal College and the University.

Here lies the great point of difference between the Normal College and the University. The one has a large, well-appointed, and admirably-conducted practising and model school, the other has not, and, as at present constituted, never could have such an appendage, or rather such a burden as would be involved in the maintenance and management of a large elementary school with a staff and accommodation for say 1,000 children. Without such a school the University could never undertake, without the most serious injury to the cause of education, the instruction and training of the elementary teachers of Scotland. Associated with the Normal Colleges they have done good work. Annually a large number of teachers have been sent out, not only admirably qualified for the general conduct of the elementary school, but also well fitted to give instruction in the secondary or university subjects. In a word, neither the University by itself, nor the Normal College by itself, but a judicious combination of the two, provides the

Digitized by Google

best system of instruction and training for the teacher of the elementary school.

Availing themselves of the permission of your Lordships, the authorities of the Training Colleges in Edinburgh, Glasgow, and Aberdeen, sent 78 students to the University at the beginning of the session in November last. These students, along with those now in their second year of university attendance (making in all 163), will, in terms of the Scotch Code (Art. 102 (*b*)), undergo a special examination in April on the work of the session, and, if the results be satisfactory, they (the 78 first year students) may enter the University in November next, while they have the benefit of their marks towards making up the summary mark at Christmas 1887. Those who enter the University in November 1887 will be again examined in April 1888 on the same conditions and with the same privileges as on the previous occasion, and may, if they feel inclined, and get the permission of the authorities, take a third session at the University. This, however, they do without the official sanction of the Scotch Education Department, which (Art. 102 (*b*) of the Code) recognises attendance at the University only during the period of actual attendance at the Training College, *i.e.*, for two sessions. The advantages to the student, however, are so great, that I may be excused for again bringing the matter under the notice of your Lordships, in the hope that the official sanction may yet be extended to a third session. This would enable the student, along with his professional course in the Training College, to complete a curriculum of three consecutive sessions at the University, and thus bring the crowning reward of university exertion—the degree of M.A.—fairly within his reach.

Number attending University in terms of Art. 102 (*b*).

How examined at the end of the session.

Privileges accorded to these students by the Scotch Education Department.

The importance of a third session to the student.

In addition to the 163 students mentioned above, there are at present 28 other students attending the University. Taken together, we have thus the large number of 191 students availing themselves of the invaluable privileges granted by your Lordships, and enjoying opportunities of literary and professional training such as the teachers of Scotland have rarely enjoyed in such numbers and to such advantage.

Total number attending during present session.

As it may be interesting, I give the following tabular statement of the number of students who attended the University from 1874 to 1886 inclusive, although the present system of attendance was not fully introduced till 1877 :—

Tabular statement of the number of students, &c. from 1874 to 1886.

Universities.	Years.	Number of Students.	
		Church of Scotland Training Colleges.	Free Church Training Colleges.
Edinburgh - - -	1874	6	11
Glasgow - - -	„	7	9
Edinburgh - - -	1875	2	20
Glasgow - - -	„	4	7
Edinburgh - - -	1876	2	24
Glasgow - - -	„	8	23
Edinburgh - - -	1877	12	48
Glasgow - - -	„	25	35

Digitized by Google

Universities.	Years.	Number of Students.	
		Church of Scotland Training Colleges.	Free Church Training Colleges.
Edinburgh - - -	1878	20	46
Glasgow - - -	„	24	40
Edinburgh - - -	1879	37	55
Glasgow - - -	„	37	42
Edinburgh - - -	1880	37	48
Glasgow - - -	„	37	45
Edinburgh - - -	1881	33	47
Glasgow - - -	„	38	40
Edinburgh - - -	1882	35	29
Glasgow - - -	„	40	38
Edinburgh - - -	1883	35	44
Glasgow - - -	„	36	34
Edinburgh - - -	1884	35	43
Glasgow - - -	„	34	36
Edinburgh -	1885	39	50
Glasgow - - -	„	36	41
Edinburgh - - -	1886	43	48
Glasgow - - -	„	49	45
Aberdeen - - -	„	2	4
Totals -	—	718	952

Students now better prepared than formerly. A consequence of this.

It thus appears that the number of university students has gradually risen from 33 in 1874 to 191 in 1886, or an annual average of 128. But this is not all. The students who now attend the University are in every way much better prepared for the work of the classes than those of some years ago. They also take a much higher place among their class-fellows, and not unfrequently carry off some of the highest and most coveted honours at the end of the session. But even this number (1,665), comparatively large though it be, does not include all the Normal students who have enjoyed the advantages of university training, and are now occupying some of the more important educational positions in Scotland.

Manifest desire to complete the curriculum of arts.

Many students, after faithfully passing their period of probation, and obtaining their parchments, return to the University and complete the curriculum of arts, not unfrequently taking their degree with honours.

Attendance at the University

The privilege of attending the University is beginning to react on the common school. It is now considered a point of honour for a pupil-

Digitized by Google

teacher to gain the special university mark, while candidates at the admission examination now show a considerable advance in attainments over those of former years. reacting on the common school.

But the question is sometimes asked, How does this attendance at the University affect the ordinary and necessary branches of the Normal College curriculum? To this a sufficient answer is found in the fact that the university students, as a rule, head the official class list, and are eagerly sought after by school boards on the conclusion of their course of training. This high position on the class list is, no doubt, largely owing to the fact that the best students are sent to the University, while it shows clearly that attendance at the University has not interfered with the due cultivation of those branches, a knowledge of which is absolutely necessary in the teacher of the elementary school. How does this attendance affect the course of instruction in the Normal College?

It may be interesting to present, in tabular form, the results of the recent examination for admission:— Tabular statement of the results of the admission examination.

Candidates.	Presented for Examination.			Passed.				Failed.		
	Pupil-teachers.	Non-pupil-teachers.	Total.	First Class.	Second Class.	Third Class.	Total.	Pupil-teachers.	Non-pupil-teachers.	Total.
Male -	208	27	235	87	105	16	208	15	12	27
Female -	519	100	619	177	274	90	541	43	35	78
Totals	727	127	854	264	379	106	749	58	47	105

It thus appears that of the 235 male candidates, 208, or 88·51 per cent., had been pupil-teachers; while of the 619 female candidates, 519, or 83·84 per cent., had enjoyed that privilege. Again, it appears, that of 208 male pupil-teachers, 15, or 7·21 per cent., failed to pass the examination, and of the 27 non-pupil-teachers, 12, or 44·4 per cent.; while of the 519 female pupil-teachers only 43, or 8·28 per cent., failed to pass the examination; and of the 100 non-pupil-teachers (in both cases socially much higher than the males) only 35, or 35 per cent. As compared with those of last year, the results are thus considerably higher.

The following table exhibits the results of the recent examination for certificates in all the Training Colleges, and also, for the purpose of comparison, the corresponding results for 1885, as given in my report for that year:— Results of the Christmas examination.

Candidates.	1885.					1886.				
	Examined at Christmas 1885.	First Division.	Second Division.	Third Division.	Failed.	Examined at Christmas 1886.	First Division.	Second Division.	Third Division.	Failed.
Male, 1st year - - - -	144	85	55	4	0	150	76	60	14	0
„ 2nd year - - - -	156	97	44	15	0	142	94	42	6	0
Female, 1st year - - -	273	116	150	7	0	274	105	154	15	0
„ 2nd year - - -	272	126	135	11	0	270	135	122	13	0
Totals - - - - -	845	424	384	37	0	836	410	378	48	0

Digitized by Google

On comparing these results, it appears that the general per-centage of success is very slightly in favour of 1885. Of 845 candidates examined in 1885, 808, or 95·62 per cent., are in the first and second divisions, while in 1886, of 836 candidates examined, 788, or 94·25 per cent., are in these divisions.

I have the honour to be, &c.
CHARLES E. WILSON.

To the Right Honourable
The Lords of the Committee of Council on Education in Scotland.

SPECIAL REPORTS.

EDINBURGH CHURCH OF SCOTLAND TRAINING COLLEGE.

I visited this institution in July, November, and December. The premises were fully described in my report for 1879, and I found them in the same satisfactory condition at my recent visit. The sanitary arrangements of the College are excellent, and the general health of the students during the past session has been good.

On this important subject I have been favoured with the following statement by Dr. Dunsmure, the medical officer of the College:—

"23, Queen's Street, Edinburgh, 14th December 1886.

"I beg to state that the health of the students, male and female, of the Training College in connection with the Church of Scotland has been good during the past year. One of the female students had a severe abscess, and was obliged to go home last spring, and has not been able to return this winter.

"One of the male students has an affection of the eyes and ears, which has laid him up for some weeks, and which prevented him appearing for the Government examination. Another male student had an abscess, last summer, over the right breast, and unfortunately an abscess is now forming in his lumbar region—he has, however, been able to attend college till this time. There has been the usual number of trifling ailments.

"(Signed) JAMES DUNSMURE, M.D., F.R.C.S.E.,
"Medical Officer of the College."

The number of students, during the past session, was as follows:—

MALES.	
First year	38
Second year	37
	75
FEMALES.	
First year	44
Second year	40
	84

giving a total of 159 students, as against 158 for last year.

These may be further divided into two classes, viz.:—

1. Students holding Queen's scholarships:

	£
MALES.	
17, each	23
58 „	20
FEMALES.	
2, each	18
4 „	15
14 „	10
19 „	8

Digitized by Google

2. Ordinary, or self-supporting, students:

Female - - - - - 45

Of the 75 male students in the college, 71 had been, and 4 had not been, pupil-teachers; while of 84 female students, 78 had been, and 6 had not been, pupil-teachers.

The instruction and the training of the students are conducted by the following staff:—

MALES.

No.	Names.	Degrees.	Duties.	Annual Salary.
				£ s. d.
1	Peter Mackinlay -	M.A., Edin.	Principal, constantly; scripture, 2 hours; mathematics, 8 hours.	600 0 0
2	Rev. A. M. Trotter -	M.A., B.D., St. Andrew's.	Lecturer, constantly; English and history, 8 hours; scripture, 3 hours; Latin, 4 hours.	350 0 0
3	Edward Kirkpatrick -	M.A., Oxon	Drawing master, occasionally; drawing, 5 hours; Latin, 4 hours.	150 0 0
4	Joseph Geoghegan -	- -	Singing master, 3 hours -	90 0 0
5	Walter Hately -	- -	Theory of music, 1 hour -	60 0 0
6	Hector Rey - -	- -	French master, 4 hours -	40 0 0
7	James M. Steele -	Edin., University.	Master of method - -	—

TIME TABLES.

MALE STUDENTS.—SECOND YEAR.

——	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.	3-4.
Monday -	Drawing.	Religious Knowledge	Trigonometry.	Interval.	Latin.	Singing.	French.
Tuesday	Greek.	English.	Teaching.	Interval.	Mathematics.	Mathematics.	——
Wednesday.	Latin.	Religious Knowledge	Geography.	Interval.	Logic and Repetition.	Mathematics.	Singing.
Thursday	Latin.	Drawing.	Teaching.	Interval.	Mathematics.	Mathematics.	French.
Friday -	Greek.	English. and Repetition.	Trigonometry.	Latin.	——	——	——

Digitized by Google

MALE STUDENTS.—FIRST YEAR.

——	9–10.	10–11.	11–12.	12–1.	1–2.	2–3.	3–4.
Monday -	Drawing.	Drawing.	School Management.	Interval.	Scripture History and Catechism.	Latin.	Singing.
Tuesday -	Arithmetic.	Algebra.	Teaching in Practising School.	Interval.	English.	Latin.	French or Greek.
Wednesday	Geography.	Geometry.	Drawing.	Interval.	School Management and Theory of Music.	History.	Singing.
Thursday -	Arithmetic.	Algebra.	Teaching in Practising School.	Interval.	English.	Latin.	French or Greek.
Friday -	Practising School.	Geometry.	Scripture History and Catechism.	Latin.	(1–1.30). Theory of Music.	——	——

STAFF.—FEMALE STUDENTS.

No.	Names.	Degrees.	Duties.	Annual Salary. £	s.	d.
1	Peter Mackinlay -	M.A., Edin.	Principal, constantly; scripture, 2 hours; science, 2 hours; geometry, 3 hours.	600	0	0
2	Rev. A. M. Trotter -	M.A., B.D., St. Andrew's.	Lecturer, constantly; English and history, 8 hours; scripture, 3 hours.	350	0	0
3	Joseph Geoghegan -	- -	Singing master, 3 hours -	90	0	0
4	Walter Hately -	- -	Pianoforte, 4 hours - -	60	0	0
5	Leo Melliet - -	- -	French master, 4 hours -	50	0	0
6	James Hay - -	- -	Drawing master, 5 hours -	50	0	0
7	Miss J. E. Macgregor	Edin. C. of S. Training College.	Superintendent, constantly; industry and economy, 8 hours; school management, 3 hours; theory of music, and geography, 4 hours.	120	0	0
8	Mrs. Harrower - with	- -	Conjoint Superintendents of boarding-house.	65	0	0
9	Miss Harrower.					

Digitized by Google

TIME TABLES.

FEMALE STUDENTS.—SECOND YEAR.

——	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
Monday -	English.	Arithmetic.	School-Sewing.	Sewing. Singing.	Science.	——
Tuesday -	——	Drawing.	English.	French.	Religious Knowledge	Domestic Economy.
Wednesday -	——	Sewing.	Criticism Lessons and School.	Singing.	Science.	——
Thursday -	English.	Religious Knowledge	Music.	Sewing.	French.	——
Friday -	——	——	Criticism Lessons and School.	(12.30-1). School Songs.	Science.	(2-4). Drawing.

FEMALE STUDENTS.—FIRST YEAR.

——	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
Monday -	Geometry.	Religious Knowledge.	English.	Singing.	Criticism Lesson.	Arithmetic.
Tuesday -	Drawing.	School Management.	Drawing.	Sewing.	French.	——
Wednesday -	English.	Religious Knowledge.	School Geography.	——	Domestic Economy.	Singing.
Thursday -	Drawing.	English.	Science.	French.	School Management.	Sewing.
Friday -	——	Music.	School Geography.	——	Geography.	Arithmetic.

By the lamented death of Dr. Currie the college has lost a distinguished head, and education an able advocate and friend. He has been succeeded by Mr. Mackinlay, who has conducted the mathematical and scientific department for upwards of twenty years with singular ability and marked success. So long associated with the late principal, and intimately acquainted with his method of management, he will be able to carry on the work of the college on the old lines. In this he will be personally assisted by Mr. Morgan, a distinguished graduate of Edinburgh and a former student of the college, and by Mr. Steele, the able headmaster of the practising schools.

The work of the college continues to be conducted in a very satisfactory manner. The discipline and order of the classes are remarkably good, and the general course of instruction is very judicious and well suited to prepare the students for their future work as teachers and trainers of the young.

Practising Schools: The state of these large and important schools continues to be highly satisfactory. I have been favoured by my colleague, Mr. Dunn, with the following statistics of his visit. On that occasion he found in average attendance 556 children, while 634 were present on the days of inspection, and 425 names were entered on the examination schedules as having completed the required attendances.

The following statement by the Principal explains fully his method of preparing the students professionally:—

"During the first session, the professional training of our students has not differed materially from what it has been in former years. Students of the first year have read in Dr. Currie's "Common School Education" the chapters on the art of teaching, on method as applied to the teaching of reading, writing, grammar, and arithmetic, and on the cultivation of the senses and memory.

"During the first half of the session, they spent three hours a week in the practising school listening to model-lessons given by Heads of Departments, and giving lessons on previously prescribed subjects. Students of the second year read, from Dr. Currie's book, the chapters on organisation and discipline, Herbert Spencer's "Education," a very considerable portion of Jevons' elementary lessons on logic, and certain chapters in Dr. Andrew Wilson's "Health Science." They also had a short course of lectures on the Kindergarten system.

"In schoolwork, while all had the same kind of practice as the juniors, each senior male student, in addition, passed one week, and each female student two weeks, in the practising school, examining its organisation and working, and reporting thereon. Each second year's

Digitized by Google

student taught two criticism lessons :—the male student under the supervision of the Principal, and the female students under the supervision of the Principal and the Lady-Superintendent."

The industrial instruction of the female students is conducted by Miss Macgregor, and consists of the usual branches of needlework, &c. All the students now receive instruction in cooking, &c. under the superintendence of Mrs. Harrower, the head of the boarding house.

The number of students attending the University of Edinburgh during the present session, in terms of Art. 102 (*a*) of the Code, is as follows:—

1. (*a.*)	Who passed the entrance examination in July last -	17
(*b.*)	At end of first year at training college - - -	16
(*c.*)	„ second year „ „ - - -	10
		43

2. Classes attended:—19 students attend the junior Latin; and 2 the senior Latin; 8 the junior Greek; and 1 the senior Greek; 17 the junior Mathematics; and 5 the senior Mathematics; 5 Natural Philosophy; 16 logic; 1 Moral Philosophy; 19 Rhetoric and English Literature; and 19 the theory, history, and art of Education.

The members of the Committee of management, who met me, were the Rev. Professor Dickson, D.D., Convener, John Cook, Esq. W.S., Vice-Convener, the Rev. Professor Crombie, D.D., the Rev. Dr. Webster, the Rev. Cornelius Giffen, the Rev. A. F. Smart, Dr. Winchester, and Professor Laurie, secretary.

Results.

The following summaries furnish the necessary information:—

Drawing.—The results of the recent examination by the Department of Science and Art were as follows:—

Passes - - - - - -	174
Prizes - - - - - -	43
Certificates - - - - -	25

Science.—The results of the recent examination by the Department of Science and Art were as follows:—

Subjects.	Class.	Number presented.	Passed in		Failed.
			First Division.	Second Division.	
Magnetism and Electricity -	2nd, males -	32	1	29	2
Physiography - - -	2nd, males -	35	1	26	8
„ - - -	2nd, females -	22	0	14	8
Totals - -	- - -	89	2	69	18

The number of male students, who finished their course of training at Christmas 1885, was 36. These have been disposed of as follows:—

Appointed to schools in Scotland - - -	33
At the University - - - - -	2
In ill-health - - - - -	1
	36

The number of female students, who finished their course of training at Christmas 1885, was 40. These have been disposed of as follows:—

Appointed to schools in Scotland - - -	37
„ „ England - - -	3
	40

Digitized by Google

The results of the examination for certificates at Christmas 1886 may be seen from the following summary :—

Candidates.	Examined at Christmas 1886.	First Division.	Second Division.	Third Division.	Failed.	Per-centage suc-cessful.
Male, 1st year -	37	15	16	6	0	100·00
„ 2nd year -	37	25	10	2	0	100·00
Female, 1st year -	43	15	26	2	0	100·00
„ 2nd year -	40	12	24	4	0	100·00
Totals - -	157	67	76	14	0	100·00

Thus out of 157 candidates, none fall below the third division. It may be further observed that of these 157 candidates, 143, or 91·08 per cent., are in the first and second divisions, as against 95·54 per cent. last year.

Although there is thus a falling off as compared with last year, the result, in the circumstances, may fairly be considered very satisfactory.

EDINBURGH FREE CHURCH TRAINING COLLEGE.

I visited this institution in April, May, June, July, November, and December. The college buildings were fully described in previous reports, and I found them in a thoroughly satisfactory condition at my recent visit. The sanitary arrangements are very thorough, and the general health of the students during the past year has been very good, as will be seen from the following statement by Dr. Ziegler, the medical officer of the college :—

"Edinburgh, 18th November 1886.

"In reply to your letter of the 16th instant, I have great pleasure in reporting that the health of the students, during the session, has been, as usual, very good.

"Throughout the session about 20 students have applied for my advice, but in a very large number of these the illness has been of a transient and unimportant character. One very important fact requires to be mentioned, however, viz., the almost entire immunity we have enjoyed from epidemic and contagious diseases, and that at a time when such affections were largely prevalent in our city.

"One young lady in the boarding house was attacked by scarlet fever; but as she was removed within a few hours to the city hospital, I am glad to say there was not extension of the disease to others.

"Two of the male students also gave rise to some anxiety; one was threatened with spitting of blood, who has recovered. The other, a somewhat delicate young man, suffered from sub-acute pleurisy, with subsequent threatening of inflammation of the bowels. He, I am glad to say, has also recovered, but as his strength was considerably reduced, I deemed it prudent to advise him to return home for a time.

"(Signed) WILLIAM ZIEGLER, M.D.,
"Medical Officer."

I found in regular attendance the following students :—

MALES.	
First year - - - - - -	40
Second year - - - - -	35
	75
FEMALES.	
First year - - - - - -	50
Second year - - - - -	46
	96

giving a total of 171 students, the same number as last year.

These may be further divided into two classes, viz.:—

1. Students holding Queen's scholarships:

	£
MALES.	
49, each - - - - - -	25
25 „ - - - - - -	23
1, at - - - - - -	21
FEMALES.	
2, each - - - - - -	18
6 „ - - - - - -	15
12 „ - - - - - -	10
20 „ - - - - - -	8

2. Ordinary, or self-supporting, students:

Female - - - - - -	56

Digitized by Google

All the male students in the college had been pupil-teachers; while of the 96 female students, 86 had been, and 10 had not been, pupil-teachers.

The instruction and the training of the students are conducted by the following staff:—

MALES.

No.	Names.	Degrees.	Duties.	Annual Salary. £	s.	d.
1	M. Paterson -	B.A., Edin. -	Principal, constantly; scripture, 5 hours; school management, 3 hours; practice of teaching, 2 hours; classics, 6 hours.	700	0	0
2	Wm. Lees -	M.A., Edin. -	Lecturer, occasionally; mathematics, 10 hours; science, 2 hours.	*160	0	0
3	John Cowper	B.A., London	Lecturer, constantly; English, 6 hours; geography, 1 hour; history, 2 hours; political economy, 1 hour; science, 1 hour.	*850	0	0
4	Walter Strang	- - -	Lecturer, occasionally; music, 4 hours.	160	0	0
5	Jas. H. Hallard	B.A., Oxon. -	Lecturer, occasionally; French, 4 hours.	112	0	0
6	David Baxter	M.A., Edin. -	Lecturer, occasionally; classics, 6 hours; correspondence, 9 hours.	120	0	0
7	J. B. Napier -	- - -	Lecturer, occasionally; drawing, 4 hours.	†88	0	0
8	David Orrock	- - -	Drill instructor - - -	10	10	0
9	Peter Johnston	- - -	Do. - - -	10	10	0

* Exclusive of science grant. † Exclusive of art grant.

TIME TABLE.—MALE STUDENTS.

Hours.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9-10	2nd year	English. (Mr. Cowper.)	Scripture. (Principal.)	Political Economy. (Mr. Cowper.)	Greek. (Principal.)	8.45 to 9.30. Greek. (Principal.)
	1st „	Greek. (Mr. Baxter.)	Latin. (Mr. Baxter.)	Latin. (Mr. Baxter.)	Latin. (Mr. Baxter.)	—
10-11	2nd „	Drawing. (Mr. Napier.)	Practice of Teaching. (Principal.)	English. (Mr. Cowper.)	Drawing. (Mr. Napier.)	Scripture. (Principal.)
	1st „	Scripture. (Principal.)	Practice of Teaching. (Principal.)	Algebra. (Mr. Lees.)	English. (Mr. Cowper.)	Drawing. (Mr. Napier.)
11-12	2nd „	Science. (Mr. Cowper.)	Music. (Mr. Strang.)	Algebra. (Mr. Lees.)	Mensuration. (Mr. Lees.)	Geometry. (Mr. Lees.)
	1st „	Drawing. (Mr. Napier.)	Science. (Mr. Lees.)	Scripture. (Principal.)	Music. (Mr. Strang.)	English. (Mr. Cowper.)
12-1	2nd „	Latin. (Principal.)	Geometry. (Mr. Lees.)	Greek. (Principal.)	School Management. (Principal.)	Latin. (Mr. Baxter.)
	1st „	Geometry. (Mr. Lees.)	History. (Mr. Cowper.)	Geometry. (Mr. Lees.)	Algebra. (Mr. Lees.)	Arithmetic and Mensuration. (Mr. Lees.)
1-2	2nd „	Algebra. (Mr. Lees.)	Science. (Mr. Lees.)	Latin. (Principal.)	Music. (Mr. Strang.)	English. (Mr. Cowper.)
	1st „	French. (Mr. Hallard.)	Music. (Mr. Strang.)	Geography. (Mr. Cowper.)	School Management. (Principal.)	French. (Mr. Hallard.)
2-3	2nd „	Practice of Teaching. (Principal).	French. (Mr. Hallard.)	School Management. (Principal.)	French. (Mr. Hallard.)	Geography. (Mr. Cowper.)
	1st „	Practice of Teaching. (Principal.)	Catechism. (Principal.)	English. (Mr. Cowper.)	Greek. (Mr. Baxter.)	Latin. (Principal.)
3-3.30	2nd „ 1st „	—	—	Greek. (Principal.)	—	—

Digitized by Google

STAFF.—FEMALE STUDENTS.

No.	Names.	Degrees.	Duties.	Annual Salary.
				£ s. d.
1	M. Paterson -	B.A., Edin. -	Principal, constantly; scripture, 4 hours; school management, 3 hours; practice of teaching, 2 hours.	*Vide* male staff.
2	Margt. Smith -	- - -	Lady superintendent and head of boarding-house.	160 0 0
	John Cowper -	B.A., Lond. -	Lecturer, constantly; English, 3 hours; geography, 3 hours; history, 1 hour; arithmetic, 4 hours; science, 2 hours.	*Vide* male staff.
4	Walter Strang -	- - -	Lecturer, occasionally; music, 2 hours.	Do.
5	Jas. H. Hallard -	B.A., Oxon. -	Lecturer, occasionally; French, 4 hours.	Do.
6	Jas. B. Napier -	- - -	Lecturer, occasionally; drawing, 4 hours.	Do.
7	Maria Shanks -	- - -	Lecturer, occasionally; English, 2 hours; arithmetic, 5 hours; history, 3 hours; French, 4 hours; practice of teaching, 1 hour; music, 1 hour; domestic economy, 2 hours; exercises, 2 hours.	150 0 0
8	Susannah Brown -	- - -	Teacher of sewing, 6 hours	80 0 0
9	E. Griggs -	- - -	Teacher of cookery -	22 0 0
10	David Orrock -	- - -	Drill instructor - -	*Vide* male staff.
11	Peter Johnston -	- - -	Do. - -	

TIME TABLE.—FEMALE STUDENTS.

Hours.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9–10	2nd year	Scripture. (Principal.)	Drawing. (Mr. Napier.)	Scripture. (Principal.)	History. (Mr. Cowper.)	—
	1st „	Scripture. (Principal.)	Geography. (Mr. Cowper.)	Scripture. (Principal.)	Drawing. (Mr. Napier.)	—
10–11	2nd „	Geography. (Mr. Cowper.)	Science. (Mr. Cowper.)	Domestic Economy. (Miss Shanks.)	Practice of Teaching. (Principal.)	English. (Mr. Cowper.)
	1st „	Arithmetic (Miss Shanks.)	Drawing. (Mr. Napier.)	Sewing. (Miss Brown.)	Practice of Teaching. (Principal.)	English. (Miss Shanks.)
11–12	2nd „	School Management. (Principal.)	Scripture. (Principal.)	English. (Mr. Cowper.)	Science. (Mr. Cowper.)	Drawing. (Mr. Napier.)
	1st „	History. (Miss Shanks.)	Bible History. (Miss Shanks.)	Sewing. (Miss Brown.)	Domestic Economy. (Miss Shanks.)	School Management. (Principal.)
12–1	2nd „	Arithmetic. (Mr. Cowper.)	Music. (Mr. Strang.)	Arithmetic. (Mr. Cowper.)	Music. (Mr. Strang.)	French. (Miss Shanks.)
	1st „	Sewing. (Miss Brown.)	Music. (Miss Shanks.)	English. (Miss Shanks.)	Music. (Mr. Strang.)	Geography. (Mr. Cowper.)

Digitized by Google

Hours.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
1-2	2nd year	Practice of Teaching. (Principal.)	French. (Mr. Hallard.)	Sewing. (Miss Brown.)	English. (Mr. Cowper.)	School Management. (Principal.)
	1st „	Practice of Teaching. (Principal.)	Arithmetic. (Miss Shanks.)	French. (Miss Shanks.)	Mental Arithmetic. (Miss Shanks.)	Arithmetic. (Miss Shanks.)
2-3	2nd „	English. (Mr. Cowper.)	Arithmetic. (Mr. Cowper.)	Sewing. (Miss Brown.)	Arithmetic. (Mr. Cowper.)	Sewing. (Miss Brown.)
	1st „	French. (Mr. Hallard and Miss Shanks.)	English. (Miss Shanks.)	Arithmetic. (Miss Shanks.)	Catechism (Principal.)	French. (Mr. Hallard and Miss Shanks.)

The work of the college continues to be conducted with singular ability, skill, and success. The discipline and order of the classes are remarkably good, and the course of instruction is carefully graduated and admirably fitted to prepare the students for their future work as teachers and trainers of the young.

The following statement by the Principal explains his method of preparing the students for the practical work of the school :—

"On the subject of practical training in the art of teaching I have to report as follows :—

"Criticism lessons have occupied somewhat less time than in former years. Instead of three hours per week for the senior students, two only have been devoted to these lessons. The subjects, however, have in every case been prescribed by myself in order that all the critical points connected with the teaching of the various branches of common school education may be experimented on, and by abridging the time for each lesson the students' class has been as often gone over as before with, as I think, marked improvement in the direction of increased definiteness and concentration of attention on the main subject of the lesson.

"To compensate for the diminished time given to criticism lessons additional time has been spent in the practising school. Each student has gone for a week for so many hours to each of the standards from the 3rd to the 6th. The female students, while practising more largely with the infants and 1st and 2nd Standards, have also had practice with the higher standards and in the industrial department.

"All the work done by the students in the practising school is fully reported on by those responsible for the departments in which they are engaged.

"Besides preparing notes of lessons on many subjects in connexion with the school management lectures, the junior students are present at and, to a small extent, take part in the criticism lessons. The male students practised also with the 3rd Standard, the female students with the infants, 1st and 2nd Standards, and in the industrial department."

Drill.—Military drill and calisthenics now form part of the regular and ordinary course of instruction. The male students are instructed in military drill by competent instructors, and care is taken to ascertain, by individual examination, that all have learned their drill efficiently. While the female students have received instruction in military drill, so far as applicable, and in calisthenics. In their case the results were equally satisfactory.

The number of students attending the University of Edinburgh during the present session, in terms of Art. 102 (*a*) of the Code, is as follows :—

1. (*a.*)	Who passed entrance examination in July last - -	16
(*b.*)	At end of first year at training college - - -	30
(*c.*)	„ second year „ „ - - -	2
	Total - - -	48

Classes attended :—12 students attend the junior Latin, and
11 the junior Greek, and 9 the senior Greek; 18 the junior M
senior Mathematics; 7 Natural Philosophy; 1 Logic; 11
Literature; and 19 the theory, history, and art of Education.

The industrial instruction continues to receive that amount
which its importance demands. It is conducted by Miss
sewing, knitting, &c. I was much pleased with the specimen

Both junior and senior students received a course of "den
cookery from Miss Griggs of the Edinburgh School of Cooker

Practising Schools.—These schools, upon which the success
so much depends, continue to be conducted in a most satisfa
respects. At the time of the recent vis there w
tendance 761 children, while 820 were of insp

Digitized by Google

names were entered on the examination schedules as having made the required attendances.

The members of the Committee of Management, who met me, were the Rev. Alexander McKenzie, convener, the Rev. John McEwan, the Rev. J. C. Macphail, William Dickson, Esq., and Alexander Gray, Esq.

Results.

The following summaries furnish the necessary information :—

Drawing.—The results of the recent examination by the Department of Science and Art were as follows :—

Passes	146
Prizes	36
Certificates	19

Science.—The results of the recent examination by the Department of Science and Art were as follows :—

Subjects.	Class.	Number presented.	Passed in		Failed.
			First Division.	Second Division.	
Magnetism and Electricity	Males, 2nd year	29	9	18	2
„ „	„ 1st year	89	2	26	11
Acoustics, Light and Heat	„ 2nd year	5	0	4	1
Mathematics	„ 2nd year	1	0	1	0
„	„ 1st year	8	2	3	3
Physiography	„ 2nd year	31	8	22	1
„	Females, 2nd year	30	6	23	1
Totals		148	27	97	19

The number of male students, who finished their course of training at Christmas 1885, was 40. These have been disposed of as follows :—

Appointed to schools in Scotland	37
„ „ England	3
	40

The number of female students, who finished their course of training at Christmas 1885, was 50. These have been disposed of as follows :—

Appointed to schools in Scotland	38
„ „ England	11
At home	1
	50

The results of the examination for certificates at Christmas 1886 may be seen from the following summary :—

Candidates.	Examined at Christmas 1886.	First Division.	Second Division.	Third Division.	Failed.	Per-centage successful.
Male, 1st year	39	21	14	4	0	100·00
„ 2nd year	34	28	6	0	0	100·00
Female, 1st year	49	19	29	1	0	100·00
„ 2nd year	46	30	13	3	0	100·00
Totals	168	98	62	8	0	100·00

Digitized by Google

Thus out of 168 candidates, none fall below the third division. It may be further observed that of these 168 candidates, 160, or 95·23 per cent., are in the first and second divisions, as against 96·47 per cent. last year.

All things considered, this may fairly be considered a thoroughly satisfactory result.

EDINBURGH EPISCOPAL FEMALE TRAINING COLLEGE.

I visited this institution in June and November. The premises were fully described in previous reports, and remain unchanged. The sanitary arrangements are very good, the ventilation and heating are carefully attended to, and the general health of the students, who are all resident, has, for the past year, been satisfactory, as will be seen from the following statement with which I have been favoured by Dr. Buist, the medical officer of the college :—

"1 Clifton Terrace, Edinburgh,
29th October 1886.

"The Edinburgh Episcopal Training College has been entirely free from epidemic disease during the past year, and I have to report that the health of the students has been generally satisfactory.

"It is my duty, however, to report, with much regret, the occurrence of two deaths among the junior students. One of them, who went home for the Easter holidays, caught cold and died of acute peritonitis after a few days' illness. The other, while in residence, developed symptoms of chronic peritonitis with dropsy, and was sent home, where she gradually became worse, and died after an illness of several months.

"Both cases are, I believe, unique in the history of the college."

"(Signed) J. B. Buist, M.D.,
"Medical Officer."

The number of the students during the past session was as follows :—

First year - - - - - -	26
Second year - - - - - -	32
	58

giving a total of 58 students, as against 60 for last year.

In this college all the students are received on the same terms. There are no bursaries, as in the other Scotch colleges. Each student pays an entrance fee of 12*l.*, and receives her board, washing, education, &c. free.

Of the 58 students in residence, 56 had been, and 2 had not been, pupil-teachers.

The instruction and the training of the students are conducted by the following staff :—

No.	Names.	Degrees.	Duties.	Annual Salary. £	*s.*	*d.*
1	Rev. C. Smith -	B.A., London -	Principal, constantly employed (*see* Time Table).	400	0	0
2	Isabella Smith -	Church of Scotland Training College, Edinburgh.	Lady superintendent, constantly employed.	110	0	0
3	Annie Kinsley -	Episcopal Training College, Edinburgh.	Governess, constantly employed.	100	0	0
4	Margaret Oxley -	Episcopal Training College, Edinburgh.	Governess, constantly employed.	90	0	0
5	Jane Hetherington	Episcopal Training College, Edinburgh.	Mistress of practising school.			
6	Annie K. Woon -	School of Art, Edinburgh.	Teacher of drawing -	16	0	0
7	M. Dejardin -	Breveté Académie de Doui.	Teacher of French -	40	0	0

Digitized by Google

TIME TABLE.

Morning.

——	Class.	7–8.	9–10.	10.30–11.30.	11.30–12.30.
Monday	Sen.	Arithmetic (3).	Needlework (2).	Geography (4).	Scripture, Liturgy, School Management, (alternately) (1). Singing (3).
	Jun.	Geography (4).	Liturgy (3).	Scripture and School Management alternately (1).	
Tuesday	Sen.	Grammar (4).	Music (3).	Needlework (2).	Scripture, Liturgy, School Management, alternately (1). Domestic Economy (2).
	Jun.	Mental Arithmetic (3).	Grammar (4).	Writing and Dictation (4).	
Wednesday	Sen.	Geography (4).	Physiography (4).	Writing.	Scripture, Liturgy, School Management, alternately (1). Needlework (2).
	Jun.	Arithmetic (3).	Music (3).	Needlework (2).	
Thursday	Sen.	Arithmetic (3).	Domestic Economy (2).	Music (3).	Scripture, Liturgy, School Management, alternately (1). Geography (4).
	Jun.	Grammar (4).	Music (3).	Scripture and School Management alternately (1).	
Friday	Sen.	Music (3).	Drawing (2).	Grammar (4).	Scripture, Liturgy, School Management, alternately (1). Scripture, Old Testament (2).
	Jun.	Domestic Economy (2).	Arithmetic (3).	School Management, Scripture, alternately (1).	
Saturday	Sen. Jun.	Private Study.		Examination.	

Evening.

——	Class.	4.30–5.30.	5.30–6.30.	7–8.	8–9.
Monday	Sen.	Domestic Economy (2).	French (5).	Private Study.	Private Study.
	Jun.	Private Study.	Private Study.		
Tuesday	Sen. Jun.	Music (3). Private Study.	Private Study.		
Wednesday	Sen. Jun.	Private Study. History (4).	Private Study. French (5).		
Thursday	Sen. Jun.	Drawing (2). Private Study.	French (5). Private Study.		
Friday	Sen. Jun.	Private Study. History (4).	Private Study. French (5).		
Saturday	Sen. Jun.				

Principal (1); Miss Smith (2); Miss Kinsley (3); Miss Oxley (4); M. Dejardin (5).

In the course of the year, I had ample opportunities of seeing the methods of instruction pursued by the principal and the other lecturers, and I have much pleasure in expressing my satisfaction with the way in which the work is conducted in the different classes. The discipline and order are most satisfactory, and the whole arrangements of the establishment are very judicious, and well calculated to secure the comfort and convenience of teachers and students.

The professional training of the students continues to receive a due amount of time and attention. For details I beg to refer to the following statement by the Mistress of Method:—

"There has been no change in the arrangements for the practice of teaching during this session. During the former part of the session each student of the first year visits school for one week in order to hear lessons given by the head teachers, to observe the methods adopted, and to draw up a full report on the organisation and working of the school. In addition to this each student is engaged for two weeks in teaching the different classes.

"One hour of each week is devoted to criticism lessons.

Digitized by Google

"Students of the second year, in the former part of the session, attend school to hear a course of model lessons given by the head teachers of each department. Criticism lessons are then given by the students before the Principal, the teachers, and the students of the same class.
"The students also teach in school for two weeks during the latter part of the session.
"A course of lectures on Kindergarten has been given to the students of both years."

Drill.—All the students receive instruction in such parts of military drill as are applicable to their case, and also in calisthenics. At the close of the session, certificates of competency are given to the outgoing senior students after a strict examination by the Drill-Instructor.

The industrial instruction continues to be conducted by Miss Smith. It consists of the usual kind of needlework, &c. I was very much pleased with the specimens exhibited.

In domestic economy the instruction is partly theoretical, with the most approved manuals as text-books, and partly practical, consisting of cooking and general household and laundry work, under suitable superintendence.

Practising Schools.—I continue to be highly pleased with the way in which these important schools are conducted. The discipline and order are excellent, and the instruction is remarkably sound and very well suited to the age and wants of the pupils. At the time of my visit in June last I found in average attendance 248 children, while 288 were present on the day of inspection, and 235 names were entered on the examination schedules as having completed the required attendances.

The members of the Committee of Management, who met me, were the Very Rev. the Dean of Edinburgh, the Rev. Canon Jackson, James Bruce, Esq., the Rev. J. S. Wilson, and W. W. Farquharson, Esq.

Results.

The following summaries furnish the necessary information :—

Drawing.—The results of the recent examination by the Department of Science and Art were as follows :—

Passes - - - - - -	41
Prizes - - - - - -	5
Certificates - - - - - -	3

Science.—Of the 26 students examined in Physiography, 6 passed in the first, and 19 in the second class.

The number of students, who finished their course of training at Christmas 1885, was 28. These have been disposed of as follows :—

Appointed to schools in Scotland - -	5
„ „ England - -	23
	28

The results of the examination for certificates of merit at Christmas 1886 may be seen from the following summary :—

Candidates.	Examined at Christmas 1886.	First Division.	Second Division.	Third Division.	Failed.	Per-centage successful.
Female, 1st year -	26	1	16	9	0	100·00
„ 2nd year -	32	11	19	2	0	100·00
Totals - -	58	12	35	11	0	100·00

Thus out of 58 candidates none fall below the third division. It may be further observed that of these 58 candidates, 47, or 81·03 per cent., are in the first and second divisions, as against 88·33 per cent. last year.

Although there is thus a falling off as compared with last year, these results may still be considered satisfactory, as such a large proportion of the students hold only Queen's scholarships of the *second class*.

GLASGOW CHURCH OF SCOTLAND TRAINING COLLEGE.

I visited this institution in June and November along with Dr. Kerr. The premises were fully described in previous reports, and I found them in equally good condition at my recent visit. The general sanitary arrangements are remarkably good, and the health of the students during the past session has been very good and quite equal to the average of former years, as will appear from the following statement by Dr. Maclean, the medical officer of the college:—

Digitized by Google

"Church of Scotland Training College, Glasgow,
12th November 1886.

"I hereby certify that the health of the male students was exceedingly good throughout the session. There was no serious ailment of any kind. No one was absent for more than a day or two at a time. The females were in very good general health. One caught fever at home during the holidays and died. Another also fell ill at home, and could not rejoin the classes this year, but will probably return next session. Otherwise all over the health was very good.

"The sanitary arrangements are excellent, and so is the dietary at the boarding-house, where the management reflects great credit on the matron.

"(Signed) D. MACLEAN, M.D.,
"Medical Officer."

The number of students, during the past session, was as follows :—

MALES.	
First year	38
Second year	38
	76
FEMALES.	
First year	44
Second year	45
	89

giving a total of 165 students, as against 168 for 1885.

These may be further divided into two classes, viz. :—

1. Students holding Queen's scholarships :—

	£
MALES.	
University students, each	28
Other students, each	20
FEMALES.	
2, each	18
4 „	15
14 „	10
20 „	8

2. Ordinary, or self-supporting, students :—

Female	49

There are *two* bursaries for female students, founded by Mr. Ferguson, of Auchinheath, preference being given, *cæteris paribus*, to natives of the parishes of Lesmahagow and Strathaven, and to candidates of the names of Simpson and Paterson.

Of the 76 male students in the college, 75 had been, and 1 had not been, pupil-teachers; while of the 89 female students, 83 had been, and 6 had not been, pupil-teachers.

The instruction and the training of the students are conducted by the following staff :—

MALES.

No.	Names.	Degrees.	Duties.	Annual Salary. £	s.	d.
1	David Ross	M.A., B.Sc., London, LL.D., Glasgow.	Principal, constantly	650	0	0
2	David Forsyth	M.A., B.Sc., Glasgow.	Lecturer, constantly	440	0	0
3	John G. Kerr	M.A., Glasgow	Lecturer, constantly	350	0	0
4	Daniel G. Miller	M.A., Aberdeen	Lecturer, constantly	325	0	0
5	James Beveridge	C.of M.,F.E.I.S., and Univ. of Glasgow.	Master of method, constantly.	350	0	0
6	David B. Johnstone	A. Mus. and Univ.of Glasgow.	Music master	105	0	0
7	Hugh Miller	M.D., Glasgow	Medical officer	50	0	0
8	William Swain	Serg.-Maj.	Drill instructor	10	0	0

Digitized by Google

FEMALES.—Same as for males, with the addition of—

No.	Names.	Degrees.	Duties.	Annual Salary.
				£ s. d.
9	Eliza Foulis	C. of M.	Matron, constantly	115 0 0
10	Jane D. Maxwell	C. of M.	Assistant matron, constantly	80 0 0
11	A. L. Gorecki	- - -	French master	60 0 0
12	Mrs. Nairne	- - -	Lady superintendent of boarding-house.	80 0 0
13	T. M. Lindsay	- - -	Teacher of drill and gymnastics.	10 0 0

DISTRIBUTION of TIME of MEMBERS of STAFF.

Names and Subjects.	Hours per Week.			
	Males.		Females.	
	1st Year.	2nd Year.	1st Year.	2nd Year.
David Ross, M.A., B.Sc., LL.D., Principal :				
Religious knowledge	—	1½	1	1½
School management	1	1½	1	1½
Criticism lessons	2	2	2	2
Principles of education	1	1	1	1
Political economy	—	1	—	—
David Forsyth, M.A., B.Sc. :				
Geography, grammar, and composition	4	3	6	—
Science	—	—	—	2
Reading and penmanship	1	1	1	1
Drawing	2	2	2	2
John G. Kerr, M.A. :				
Mathematics	6	5	3	3
Science	2	2	—	—
Daniel G. Miller, M.A. :				
Religious knowledge	1	—	—	—
Classics	5	5	—	—
History	2	—	2	—
Grammar and composition	—	—	—	4
David B. Johnstone, A. Mus. :				
Music	2	3	2	3
Pianoforte	—	—	3 hours in all.	
James Beveridge, Master of Method	2	2	2	2
Eliza Foulis, matron	—	—	4	4
Jane D. Maxwell, assistant matron	—	—	3	3
A. L. Gorecki, French	—	—	2	3
Sergeant Swain, drill	2	2	—	—

Digitized by Google

TIME TABLES.

Male Students.—First Year.

Days.	9.30–10.30.	10.30–11.30.	11.30–12.30.	12.30–1.30.	1.30–2.30.	2.30–3.30.
Monday	Mathematics. (Mr. Kerr.)	Latin. (Mr. Miller.)	Geography. (Mr. Forsyth.)	Mathematics. (Mr. Kerr.)	History. (Mr. Miller.)	Theory and History of Education. (Principal.) [3.30–4.30.] Reading and Repetition. Geography (Mr. Forsyth.)
Tuesday	School Management. (Principal.)	Mathematics. (Mr. Kerr.)	Latin and Greek. (Mr. Miller.)	Music. (Mr. Johnstone.)	Teaching in Practising Schools. (Principal and Master of Method.)	
Wednesday.	Mathematics. (Mr. Kerr.)	Latin. (Mr. Miller.)	English Grammar and Composition. (Mr. Forsyth.)	Science. (Mr. Kerr.)	History. (Mr. Miller.)	Drawing. (Mr. Forsyth.) Drill. (Sergeant Swain.)
Thursday	Religious Knowledge (Mr. Miller.)	Mathematics. (Mr. Kerr.)	Latin. (Mr. Miller.)	Music. (Mr. Johnstone.)	Teaching in Practising Schools. (Principal and Master of Method.)	
Friday	Mathematics. (Mr. Kerr.)	Latin and Greek. (Mr. Miller.)	Geography. (Mr. Forsyth.)	Science. (Mr. Kerr.)	English Grammar and Composition. (Mr. Forsyth.)	

Male Students.—Second Year.

Days.	9.30–10.30.	10.30–11.30.	11.30–12.30.	12.30–1.30.	1.30–2.30.	2.30–3.30.
Monday	Religious Knowledge and School Management. (Principal.)	Mathematics. (Mr. Kerr.)	Latin. (Mr. Miller.)	Music. (Mr. Johnstone.)	Teaching in Practising Schools. (Principal and Master of Method.)	Theory and History of Education. (Principal.)
Tuesday	Mathematics. (Mr. Kerr.)	Latin. (Mr. Miller.)	English Literature. (Mr. Forsyth.)	Science. (Mr. Kerr.)	Science. (Mr. Kerr.)	
Wednesday.	Religious Knowledge and School Management. (Principal.)	Mathematics. (Mr. Kerr.)	Latin. (Mr. Miller.)	Music. (Mr. Johnstone.)	Political Economy. (Principal.)	Drawing. (Mr. Forsyth.) Drill. (Sergeant Swain.)
Thursday	Mathematics. (Mr. Kerr.)	Latin. (Mr. Miller.)	English Literature. (Mr. Forsyth.)	Science. (Mr. Kerr.)	English Literature. (Mr. Forsyth.)	
Friday	Religious Knowledge and School Management. (Principal.)	Mathematics. (Mr. Kerr.)	Latin. (Mr. Miller.)	Music. (Mr. Johnstone.)	Teaching in Practising Schools. (Principal and Master of Method.)	

Digitized by Google

TIME TABLES.

Female Students.—First Year.

Days.	9.30–10.30.	10.30–11.30.	11.30–12.30.	12.30–1.30.	1.30–2.30.	2.30–3.30.
Monday	Geography. Reading and Repetition. (Mr. Forsyth.)	Geography. (Mr. Forsyth.)	Arithmetic. (Mr. Kerr.)	Sewing and Cutting-out. (Miss Foulis.)	English Grammar and Composition. (Mr. Forsyth.)	Theory and History of Education. (Principal.)
Tuesday	Drawing. (Mr. Forsyth.)	Religious Knowledge and School Management. (Principal.)	Teaching in Practising Schools. (Principal and Master of Method.)	Music. (Mr. Johnstone.)	French. (M. Gorecki.)	History. (Mr. Miller.)
Wednesday.		Geography. (Mr. Forsyth.)	Arithmetic. (Mr. Kerr.)	Needlework. (Miss Foulis.)	English Grammar and Composition. (Mr. Forsyth.)	
Thursday		Religious Knowledge and School Management. (Principal.)	Teaching in Practising Schools. (Principal and Master of Method.)	Music. (Mr. Johnstone.)	French. (M. Gorecki.)	History. (Mr. Miller.)
Friday		English Grammar and Composition. (Mr. Forsyth.)	Arithmetic. (Mr. Kerr.)	Sewing and Cutting-out. (Miss Foulis.)	Domestic Economy. (Miss Foulis.)	Map-Drawing and Penmanship. (Mr. Forsyth.)

Female Students.—Second Year.

Days.	9.30–10.30.	10.30–11.30.	11.30–12.30.	12.30–1.30.	1.30–2.30.	2.30–3.30.
Monday	Domestic Economy. (Miss Foulis.)	Religious Knowledge and School Management. (Principal.)	Teaching in Practising Schools. (Principal and Master of Method.)	Music. (Mr. Johnstone.)	French. (M. Gorecki.)	Theory and History of Education. (Principal.)
Tuesday	Drawing. (Mr. Forsyth.)	Science. (Mr. Forsyth.)	Arithmetic. (Mr. Kerr.)	Sewing. (Miss Foulis.)	English Grammar and Composition. (Mr. Miller.)	French. (M. Gorecki.)
Wednesday.		Religious Knowledge and School Management. (Principal.)	School Management. (Principal.)	Music. (Mr. Johnstone.)	Needlework. (Miss Foulis.)	History. (Mr. Miller.)
Thursday		Science. (Mr. Forsyth.)	Arithmetic. (Mr. Kerr.)	Sewing. (Miss Foulis.)	English Grammar and Composition. (Mr. Miller.)	French. (M. Gorecki.)
Friday	Reading and Repetition. Geography. (Mr. Forsyth.)	Religious Knowledge and School Management. (Principal.)	Teaching in Practising Schools. (Principal and Master of Method.)	Music. (Mr. Johnstone.)	English Grammar and Composition. (Mr. Miller.)	Arithmetic. (Mr. Kerr.)

Digitized by Google

In the course of the year I had repeated opportunities of seeing the methods of instruction pursued by the Principal and the other Lecturers of the College, and have now the pleasure of expressing my satisfaction with the way in which the work of instruction is conducted throughout the institution. The discipline and order are excellent, and the general course of instruction is very judicious, and well adapted to meet the varied wants of the students.

The following statement by the Principal and the Master of Method fully explains the plan of preparing the students professionally:—

"A course of 10 lectures on the psychological basis of education was delivered by the Principal to all the students in training. The theory of the subject was also studied by the senior students in Bain's *Education as a Science*. The processes of reasoning were dealt with in some lectures by the Principal, and also partly by means of a text-book of logic.

"Methods were dealt with as formerly in lessons by the Principal and the Master of Method, and also from Dr. Fitch's text-book, and were abundantly illustrated in the model and criticism lessons. Due attention was directed to school organisation and hygiene.

"The history of modern education was set forth in a course of lectures covering the period from Locke to Herbert Spencer. The class of senior male students also read Ascham's *Schole-master*.

"The practical instruction was conducted as formerly, comprising, in the case of each student, teaching two hours per week in the schools, observing and commenting upon model lessons by the Master of Method, or criticising lessons given by other students. In addition all the female students gave several lessons before the matron, in accordance with the requirements for class instruction in needlework."

Drill.—Military drill and calisthenics form part of the ordinary course of instruction under the superintendence and direction of a Sergeant Instructor of experience.

The course of instruction consists of the usual squad and company drill, with other gymnastic exercises, so arranged and carried out as to meet all the requirements of ordinary school drill. To test their efficiency, each senior student is required to conduct squad drill in presence of the Instructor. At the close of the session, out of 38 senior male students, 17 were found to be extra efficient. In this respect the standard was considerably raised this year.

The female students, who reside in the boarding-house, receive a course of lessons (weekly) in gymnastic and physical exercises under professional superintendence, and also in such parts of military drill as are suitable for girls. These exercises, I am informed, have been productive of much benefit to the students.

The industrial instruction continues to be conducted in a very satisfactory manner by Miss Foulis, and her assistant Miss Maxwell. I was very highly pleased with the exhibited specimens of the various kinds of work done by the students during the session.

In addition to the theoretic instruction in domestic economy given in the college, the junior students receive stated instruction in laundry work, and the senior students attend a course of lessons in practical cookery in the Glasgow School of Cookery.

Practising Schools.—The condition of these large and important schools continues to be most satisfactory in all respects. I have been favoured by my colleague, Dr. Kerr, with the following statistics of his last visit. On that occasion he found in average attendance 631 children, while 747 were present on the days of inspection, and 630 names were entered on the examination schedules as having completed the required attendances.

The number of students attending the University of Glasgow during the present session, in terms of Art. 102 (*a*) of the Code, is as follows :—

1. (*a*.)	Who passed entrance examination in July last - -	20
(*b*.)	At end of first year at Training College - - -	19
(*c*.)	„ second year „ „ - - -	10
		49

2. Classes attended :—3 attend the junior Latin; 17 the middle Latin; 19 the middle Greek; 19 the lower junior Mathematics; and 20 the Logic.

The members of the Committee of Management, who met me, were the Rev. Professor Dickson, D.D., the Rev. R. K. Monteath, B.A., and Professor Laurie, secretary.

Digitized by Google

RESULTS.

The following summaries furnish the necessary information:—

Drawing.—The results of the recent examination by the Department of Science and Art were as follows:—

Passes	184
Prizes	46
Certificates	43

In addition, five students had previously completed the D certificate.

Science.—The results of the recent examination by the Department of Science and Art were as follows:—

Subjects.	Class.	Number presented.	Passed in		Failed.
			First Division.	Second Division.	
Mathematics	Males	23	5	8	10
Sound, Light and Heat	„	14	2	8	4
Magnetism and Electricity	„	75	6	51	18
Physiography	Females	24	5	19	0
Totals		136	18	86	32

The number of male students, who finished their course of training at Christmas 1885, was 41. These have been disposed of as follows:—

All have been appointed to schools in Scotland.

The number of female students, who finished their course of training at Christmas 1885, was 43. These have been disposed of as follows:—

Appointed to schools in Scotland	42
„ „ England	1
	43

The result of the recent examination for certificates may be seen from the following summary:—

Candidates.	Examined at Christmas 1886.	First Division.	Second Division.	Third Division.	Failed.	Per-centage successful.
Male, 1st year	38	21	15	2	0	100·00
„ 2nd year	38	19	15	4	0	100·00
Female, 1st year	44	22	19	3	0	100·00
„ 2nd year	45	26	19	0	0	100·00
Totals	165	88	68	9	0	100·00

Thus out of 165 candidates none fall below the third division. It may be further observed that of these 165 candidates, 156, or 94·54 per cent., are in the first and second divisions, as against 96·40 per cent. last year.

Although there is thus a slight falling off since last year, the result may still be considered very satisfactory.

Digitized by Google

GLASGOW FREE CHURCH TRAINING COLLEGE.

I visited this institution in May and November, along with Dr. Kerr. The premises were fully described in previous reports, and I found them in the same satisfactory condition at my recent visit. The sanitary arrangements are excellent, and the general health of the students during the past session has been remarkably good, as will be seen from the following statement, with which I have been favoured by Dr. Adams, the medical officer of the college:—

"112, Cambridge Street, Glasgow,
"17th November 1886.

"I beg to report that the condition of health that has prevailed among the students of the Free Church Training College has rarely been better in many years' experience than during the year now ending.

"Such ailments as have come under my professional care have been of the most trivial character. A few slight accidents occurring in the playground have required attention. Only in one instance have I considered that over-application was inducing a state of health that required a short relaxation; but even in that case there were neglects of ordinary hygienic conditions that were equally in fault. A very short interval of due attention to common-sense precautions put matters right.

"(Signed) JAMES ADAMS, M.D.,
"Medical Officer of the College."

The number of students during the past session was as follows:—

MALES.	
First year	37
Second year	34
	71
FEMALES.	
First year	54
Second year	45
	99

giving a total of 170 students, as against 171 for 1885.

These may be further divided into two classes, viz.:—

1. Students holding Queen's scholarships:—

MALES.	£
40, each	25
30 „	23
1 at	21
FEMALES.	£
2, each	18
6 „	15
12 „	10
20 „	8

2. Ordinary, or self-supporting, students:—

Female	59

Of the 71 male students in the college, 68 had been, and 3 had not been, pupil-teachers; while of the 99 female students, 94 had been, and 5 had not been, pupil-teachers.

The training and the instruction of the students are conducted by the following staff:—

Digitized by Google

MALES AND FEMALES.

No.	Names.	Degrees.	Duties.	Annual Salary.
				£ s. d.
1	Thomas Morrison -	M.A., LL.D., Aberdeen.	Principal - -	700 0 0
2	John Kerr - -	M.A., LL.D., Glasgow.	Lecturer on mathematics, 20 hours per week.	450 0 0
3	A. H. Dick - -	M.A., LL.B., London, D.Sc., Edinburgh.	Lecturer; geography, history, 20 hours per week.	400 0 0
4	Edmund Boyd -	F.E.I.S. -	Lecturer; school management, 20 hours per week.	400 0 0
5	James White - -	F.E.I.S. -	Lecturer; English, drawing, 16 hours per week.	250 0 0
6	Wm. M. Miller -	F.E.I.S. -	Lecturer on music, 8 hours per week.	100 0 0
7	A. L. Gorecki -	- - -	Lecturer; French, 6 hours per week.	100 0 0
8	Mrs. James -	- - -	Lady superintendent -	132 10 0
9	Mrs. Black -	- - -	Lecturer on cookery; 12 lessons.	20 0 0
10	Serg.-Major Pearcey	- - -	Drill master; 1 lesson per week.	4*s.* per lesson.

TIME TABLES.

MALE STUDENTS.—FIRST YEAR.

——	9.30–10.30.	10.30–11.30.	11.30–12.30.	12.30–1.30.	1.30–2.30.	2.30–3.30.
Monday -	Rector.	Mr. Boyd.	Mr. Boyd.	Dr. Kerr.	Dr. Kerr.	Dr. Dick.
Tuesday -	Rector.	Mr. White.	Dr. Kerr.	Dr. Kerr.	Dr. Dick.	Rector.
Wednesday	Music.	Rector.	Dr. Kerr.	Dr. Dick.	Mr. Boyd.	Dr. Dick.
Thursday -	Rector.	Dr. Kerr.	Mr. White.	Mr. Boyd.	Rector.	Dr. Dick.
Friday -	Music.	Dr. Kerr.	Rector.	Dr. Dick.	Mr. Boyd.	Mr. White.

MALE STUDENTS.—SECOND YEAR.

——	9.30–10.30.	10.30–11.30.	11.30–12.30.	12.30–1.30.	1.30–2.30.	2.30–3.30.
Monday -	Music.	Dr. Kerr.	Dr. Kerr.	Dr. Dick.	Mr. Boyd.	Mr. Boyd.
Tuesday -	Music.	Dr. Kerr.	Rector.	Mr. Boyd.	Rector.	Mr. Cooke.
Wednesday	Rector.	Mr. White.	Dr. Dick.	Dr. Kerr.	Rector.	Mr. White.
Thursday -	Drill.	Rector.	Mr. Boyd.	Dr. Kerr.	Dr. Dick.	Mr. Cooke.
Friday -	Rector.	Rector.	Mr. Boyd.	Dr. Kerr.	Mr. White.	Dr. Dick.

Digitized by Google

FEMALE STUDENTS.—FIRST YEAR.

—	9.30-10.30.	10.30-11.30.	11.30-12.30.	12.30-1.30.	1.30-2.30.	2.30-3.30.
Monday -	Rector.	French.	Dr. Dick.	Mrs. James.	Mrs. James.	Mr. White.
Tuesday -	French.	Mr. Boyd.	Mr. White.	Mrs. James.	Mr. Boyd.	Dr. Dick.
Wednesday	Music.	Dr. Kerr.	Mr. Boyd.	Mr. Boyd.	Dr. Dick.	French.
Thursday -	Rector.	Mr. White.	Dr. Dick.	Mrs. James.	Dr. Kerr.	Mr. White.
Friday -	Music.	Mr. White.	Dr. Dick.	Mrs. James.	Dr. Kerr.	Cookery.

FEMALE STUDENTS.—SECOND YEAR.

—	9.30-10.30.	10.30-11.30.	11.30-12.30.	12.30-1.30.	1.30-2.30.	2.30-3.30.
Monday -	Music.	Mr. White.	French.	Rector.	Dr. Dick.	Mrs. James.
Tuesday -	Music.	French.	Mr. Boyd.	Dr. Dick.	Dr. Kerr.	Mr. White.
Wednesday	Rector.	Mr. Boyd.	Mrs. James.	Mrs. James.	Mr. White.	Rector.
Thursday -	Mrs. James.	Mrs. James.	Dr. Kerr.	Dr. Dick.	Mr. Boyd.	Mr. Boyd.
Friday -	Rector.	French.	Dr. Kerr.	Mr. Boyd.	Dr. Dick.	Cookery.

On referring to my notes, I find that I heard all the lecturers discourse and examine on almost every part of the course, and noted the same accurate and careful instruction to which attention has been so often directed in previous reports. The order and discipline of the classes are excellent, and the general course of instruction is very judicious and well adapted to prepare the students for the efficient discharge of the important duties devolving on those intrusted with the instruction and training of the young.

The professional training of the students continues to receive that amount of time and attention which its importance demands. On this subject Mr. Boyd, the Master of Method, has favoured me with the followiug statement:—

"The exercise of the students in the practice of teaching, in both years of training, and of either sex, has been, throughout the present session, after a manner very similar to that which has obtained during several preceding years. The chief aim has been to make the practice in the 'art of communicating' *varied*, but at the same time *real* and systematic.

"Under the complete course of training are included the following:—(*a.*) Teaching of sectional or criticism lessons. The lessons are previously and carefully prepared in this course. (*b.*) Consecutive practice in the model schools. (*c.*) Teaching drill, with the higher classes and in advanced subjects.

"Eight hours per week throughout the whole session, two hours in each of the *four* divisions of students, have been devoted to the giving of lessons for criticism, so that during the year nearly *four hundred* such lessons have been given and criticised.

"*The Consecutive Practice in the Model Schools* is carried on by the withdrawal, from their ordinary college studies, of *three* in rotation, for a fortnight, from each of the two divisions of male students, and of *four* from the corresponding divisions of female students for the same period,—*fourteen* in all.

"These are methodically distributed over the various departments, and are regularly superintended in the work of school management, and in the 'art of teaching,' by the head-masters, who also guide them in the use of apparatus, and explain to them the system of organisation, and the method of (*practical*) registration.

"This has been found the most efficient mode of blending the studies in the college class rooms with the real practice of teaching in the model schoolrooms.

"*Drill in Teaching.*—This part of the practice is restricted to the outgoing, the senior, students, and is conducted on the following plan. The scholars of the 5th, 6th, and ex-6th Standards are divided into groups of from twenty to thirty, and arranged in a suitable manner in the senior department, and in the several class-rooms therewith connected, to be taught by the students the subjects marked on the ordinary time-table of the school for the particular hours.

"These subjects consist chiefly of those higher branches taught in good elementary schools, as well as Latin, French, Euclid, and Algebra, with lessons in Natural Science and the Laws of Health.

"Each student in turn is appointed to teach one of these divisions, and in his work is directly superintended by the Master of Method, who, when he deems it necessary, conducts the lesson, the student meanwhile exercising his observing faculty.

"The main aim here is that the student should acquire a smart and an energetic manner, as well as a gentlemanlike bearing, before a class. Also that he should fully recognise the importance of a just inflection and correct modulation of his voice while teaching—of a keen, quick eye—and of a fluent and correct use of the English language.

"The Master of Method also personally superintends the criticism lessons in all the divisions of the students, and criticises both the lessons given, and the remarks made upon them by the student-critics.

"And, finally, the Principal continues to take an interested oversight in everything which has a bearing on the practical efficiency of the students."

Digitized by Google

Drill.—Military drill and Calisthenics now form part of the regular course of instruction for all the students. All the male students of the second year have undergone a complete course of drill by Sergeant-Major Pearcey, drill instructor to the 1st Lanarkshire Engineer Volunteers, and have nearly all been certified by him as "efficient." The female students of the second year have also had a systematic course of drill and Calisthenics suitable to their circumstances.

Music.—During the session, 61 students of the second year took the Intermediate certificate of the Tonic-Sol-fa College, and 10 have taken the member's certificate. These certificates are now almost universally accepted by School boards as sufficient evidence of ability to teach music.

Industrial Instruction.—The industrial instruction of the female students is conducted by Mrs. James, and receives, as its importance demands, very special attention. The exhibition of specimens of work done by the students was most creditable, and deserves special commendation.

Cookery.—A course of experimental lessons was given during the session by Mrs. Black, with the very best results. As the Glasgow West-end School of Cookery is recognised by the Department as a Training School, certificates issued by this school entitle the holders of them to earn grants for the teaching of Cookery.

Practising Schools.—These large and important schools continue to be conducted in a very faithful and satisfactory manner. I have been favoured by my colleague, Dr. Kerr, with the following statistics of his last visit. On that occasion, he found in average attendance 394 children, while 445 were present on the days of inspection, and 389 names were entered on the examination schedules, as having made the required attendances.

The number of students attending the University of Glasgow during the present session, in terms of Art. 102 (*a.*) of the Code, is as follows:—

1. (*a.*)	Who passed entrance examination in July last - -	19
(*b.*)	At end of first year at training college - - -	20
(*c.*)	„ second year „ „ - - -	6
		45

2. Classes attended:—2 students take the junior Latin, 16 the middle Latin, 8 the senior Latin, and 1 the private Latin; 10 take the middle Greek, and 8 the senior Greek; 15 take the junior Mathematics, 13 the middle Mathematics, and 1 the senior Mathematics; 9 take Logic; 5 take English literature; 2 take Natural philosophy; and 1 takes Moral philosophy.

The members of the Committee of Management, who met me, were the Rev. Principal Douglas, D.D., convener, the Rev. A. Melville, and James Parlane, Esq.

Results.

The following summaries furnish the necessary information:—

Drawing.—The results of the recent examination by the Department of Science and Art were as follows:—

Passes - - - - - -	179
Prizes - - - - - -	44
Certificates - - - - -	38

Science.—The results of the recent examination by the Department of Science and Art were as follows:—

Subjects.	Class.	Number presented.	Passed in		Failed.
			First Division.	Second Division.	
Magnetism and Electricity	1st males -	40	2	33	5
Practical Chemistry -	2nd males -	29	8	18	3
Physiography - -	„ -	34	8	23	3
„ - -	2nd females	40	4	23	13
Totals - -	- - -	143	22	97	24

Digitized by Google

The number of male students, who finished their course of training at Christmas 1885, was 39. These have been disposed of as follows :—

Appointed to schools in Scotland - - -	38
At the University - - - - -	1
	39

The number of female students, who finished their course of training at Christmas 1885, was 51. These have been disposed of as follows :—

Appointed to schools in Scotland - - -	36
" " England - - -	4
Left the profession - - - -	1
At home - - - - - -	10
	51

The results of the recent examination for certificates may be seen from the following summary :—

Candidates.	Examined at Christmas 1886.	First Division.	Second Division.	Third Division.	Failed.	Per-centage successful.
Male, 1st year -	36	19	15	2	0	100·00
" 2nd year -	33	22	11	0	0	100·00
Female, 1st year -	52	16	36	0	0	100·00
" 2nd year -	45	18	24	3	0	100·00
Totals - -	166	75	86	5	0	100·00

Thus out of 166 candidates none fall below the third division. It may be further observed that of these 166 candidates, 161, or 96·98 per cent., are in the first and second divisions, as against 93·52 per cent. last year.

This may justly be considered a very satisfactory result.

ABERDEEN CHURCH OF SCOTLAND TRAINING COLLEGE.

I visited this institution in June and October, along with Mr. Ogilvie. The premises have been fully described in previous reports, and remain unchanged. The sanitary arrangements are excellent, and the general health of the students, during the past session, has been exceptionally good, as will be seen from the following statement, with which I have been favoured by Dr. Stephenson, the medical officer of the college :—

"Aberdeen, 26th October 1886.

"I hereby certify that the health of the students in the Church of Scotland Training College, Aberdeen, has, during the past session, been very satisfactory; and no cases have occurred calling for special notice.

"(Signed) WILLIAM STEPHENSON, M.D.,
"Medical Officer."

I found in regular attendance the following students :—

FEMALES.

First year - - - - - -	33
Second year - - - - - -	34
	67

giving a total of 67 students, as against 68 for last year.

These may be further divided into two classes, viz.:—

1. Students holding Queen's scholarships :—

	£
2, each - - - - - -	18
6 " - - - - - -	15
32 " - - - - - -	10

2. Ordinary, or self-supporting, students :—

Female - - - - - -	27

Of the 67 students in the college, 54 had been, and 13 had not been, pupil-teachers.

Digitized by Google

The instruction and the training of the students are conducted by the following staff :—

No.	Names.	Degrees.	Duties.	Annual Salary. £	s.	d.
1	Joseph Ogilvie -	M.A., Aberdeen.	Principal, constantly; scripture, 3 hours; school management, 4 hours; criticism lesson, 2 hours; arithmetic, 2 hours.	500	0	0
2	Peter J. Anderson	M.A., Aberdeen, LL.B., Edinburgh.	Lecturer, constantly; English, 4 hours; history, 1 hour; geography, 2 hours; physiography, 2 hours; arithmetic, 3 hours; algebra, 2 hours; practical geometry, 1 hour.	300	0	0
3	Mary Vollar -	- - -	Lady superintendent, constantly.	80	0	0
4	Elizabeth Cleland -	C. of M., 1880	Lecturer, constantly; French, 4 hours; history, 1 hour; perspective, 1 hour; music, 16 hours.	90	0	0
5	Ella G. Worship -	Diplomée of the Lond. Inst. for Advancement of Plain Needlework.	Teacher of sewing, constantly, 7½ hours.	60	0	0
6	J. Hoffmann	L.R.A.M., London.	Teacher of music, occasionally; singing, 4 hours; piano, 8 hours.	125	0	0
7	George Brown -	- - -	Teacher of drawing, occasionally, 3 hours.	10 (and grant)	0	0
8	Margaret A. Reid and assistant.	C. of M., 1881	Mistress of method, occasionally; infant school management, 1 hour; domestic economy, 2 hours.	20	0	0
9	Alfred McLeod -	- - -	Teacher of elocution, occasionally, 2 hours.	15	0	0
10	Robert Black -	- - -	Drill instructor, 1 hour -	10	0	0
11	William Stephenson	M.D., Edinburgh.	Medical officer - -	20	0	0

TIME TABLES.

Senior Students.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9–10.	Scripture (1)*.	French (4).	History (2).	Perspective, &c. (4 and 7).	Domestic Economy (8).
10–11.	Arithmetic (2).	English (2).	Arithmetic (1).	English (2).	Scripture (1).
11–12.	School Management (1).	Criticism Lesson (1).	School Management (1).	Algebra (2).	Criticism Lesson and School Sewing (1 and 5).
12–1.	Drawing (7).	Interval.	Drawing (7).	Interval.	Interval.
1–2.	Interval.	Do.	Interval.	Do.	Do.
2–3.	Physiography (2).	Sewing (5).	Physiography (2).	French (4).	Sewing (5).
3–4.	Singing (6).	Do.	[3–3.30] Drill, &c. (10).	Singing (6).	Elocution (9).

* Figures refer to the numbers attached to the names of the members of staff.

Digitized by Google

JUNIOR STUDENTS.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9-10.	French (4).	Geography (2).	History (4).	Geometry, &c. (2 and 7).	Domestic Economy (8).
10-11.	Scripture (1).	School Management (1).	Algebra (2).	School Management (1).	Arithmetic (2).
11-12.	English (2).	Arithmetic (2).	English (3).	Arithmetic (1).	Geography (2).
12-1.	Drawing (7).	Interval.	Drawing (7).	Interval.	Infant School Management (8).
1-2.	Interval.	Do.	Interval.	Do.	Interval.
2-3.	Sewing (5).	Practising School.	[2-3.30] Sewing (5).	Practising School.	Elocution (9).
3-4.	Do.	Singing (6).	[3.30-4] Drill, &c. (10).	French (4).	Singing (6).

The work of the college continues to be conducted in the same highly satisfactory manner, to which I have so often called attention in previous reports. The discipline and order of the classes are excellent, and the course of instruction is carefully graduated and well fitted to prepare the students for their future work as teachers and trainers of the young.

The following statement by the Principal explains fully his mode of preparing the students for the practical work of their profession :—

"The professional training is carried out very much in the same way as formerly.

"The students of the first year are divided into two or three groups for convenience in visiting the different departments of the school, where they spend, at least, two hours weekly up to the Midsummer holidays. Though the practice they thus receive is chiefly under the superintendence of the teachers of the departments, I continue to observe for myself the individual progress. During the latter part of the session, their attention is turned to the teaching of needlework in the school for an hour a week. A course of lessons on infant teaching, duly illustrated, is given throughout the session by the mistress of that department.

"The students of the second year, after the Midsummer holidays, take the place of the students of the first year for the purpose of professional practice in the schools; and they also spend a week at the beginning of the session, and another week about the middle of it, with the view of informing themselves in matters of organisation and discipline, as well as of making themselves acquainted with the text-books in use for the different standards. Complete reports of all they observe are given in and duly examined. During the first part of the session, an hour a week is spent in the schools for practice in the teaching of needlework. Two Criticism lessons a week are given before myself. Through the kindness of the teachers of some of the public schools of the city, an opportunity is given to the senior students of visiting these schools and observing their arrangements."

Drill.—All the students receive systematic instruction in calisthenics, and in those parts of military drill that are applicable to their case. These exercises are under the superintendence of a properly qualified instructor.

Industrial Instruction.—I was much pleased with the way in which Miss Worship conducts the work of this department. The exhibition of work by the students of both years was most satisfactory, and merits high commendation.

In domestic economy, the instruction is partly theoretical and partly practical, under the able direction and superintendence of Mrs. Black (South Kensington), and Miss Vollar, the Lady Superintendent.

Practising Schools.—I have been favoured with the following details of the last inspection by my colleague, Mr. Ogilvie.

On that occasion, there were in average attendance 669 children, while 743 were present on the days of inspection, and 690 names were entered on the examination schedules as having made the required attendances.

A male department has now been added to the college, and two students are attending the university during the present session. They take the classes of junior Latin, junior Greek, and junior mathematics.

The members of the Committee of Management, who met me, were the Rev. Professor Milligan, D.D., Convener, the Rev. Professor Christie, D.D., and William Yeats, Esq., of Auquharney.

Digitized by Google

RESULTS.

The following summaries furnish the necessary information :—

Drawing.—The results of the recent examination by the Department of Science and Art were as follows :—

Passes	82
Prizes	22
Certificates	17

Science.—Of the 28 students (second year) examined in Physiography, 22 passed in the second class.

The number of students, who finished their course of training at Christmas 1885, was 34. These have been disposed of as follows :—

Appointed to schools in Scotland	31
„ „ England	3
	34

The results of the recent examination for certificates may be seen from the following summary :—

Candidates.	Examined at Christmas 1886.	First Division.	Second Division.	Third Division.	Failed.	Per-centage successful.
Female, 1st year	31	17	14	0	0	100·00
„ 2nd year	34	21	12	1	0	100·00
Totals	65	38	26	1	0	100·00

Thus out of 65 candidates none fall below the third division. It may be further observed that of these 65 candidates, 64, or 98·46 per cent., are in the first and second divisions, as against 100·00 per cent. last year.

In this case the measure of success continues to be very high.

ABERDEEN FREE CHURCH TRAINING COLLEGE.

I visited this institution in June and October, along with Mr. Ogilvie. The premises have been fully described in previous reports, and I found them in the same satisfactory condition at my recent visit. The general sanitary arrangements are very thorough, and the health of the students, during the past session, has been very good, as will be seen from the following statement, with which I have been favoured by Dr. Urquhart, the medical officer of the college :—

"Aberdeen, October 1886.

"I beg to report that the health of the students of the Aberdeen Free Church Training College has this year been very satisfactory.

"There have been no cases calling for special remark—the ailments having been slight, and not, in almost any instance, preventing attendance at the college for more than a few days at a time.

"(Signed) J. URQUHART, M.D.,
"Medical Officer of the College."

The number of students during the past session has been as follows :—

FEMALES.

First year	29
Second year	29
	58

giving a total of 58 students, as against 56 for last year.

These may be further divided into two classes, viz. :—

1. Students holding Queen's scholarships :—

	£
4, each	18
6 „	15
11 „	10
22 „	8

2. Ordinary, or self-supporting, students :—

Female	15

Digitized by Google

Of the 58 students in the college, 41 had been, and 15 had not been, pupil-teachers.
The instruction and the training of the students are conducted by the following staff:—

No.	Names.	Degrees.	Duties.	Annual Salary.
				£ s. d.
1	Alexander Ramage -	- - -	Principal, constantly; scripture, 4 hours; school management, criticism, and teaching, 2 hours; arithmetic, 8 hours; writing, 1 hour.	500 0 0
2	*John Adams -	M.A., Glasgow.	Lecturer, occasionally; history, 2 hours; English, 3 hours; French, 2 hours; geography, 2 hours.	180 0 0
3	Agnes Walker -	LL.A., St. Andrew's.	Lady superintendent; scripture, 1 hour; English, 3 hours; history, 2 hours; domestic economy, 4 hours; sewing, 6 hours; reading, 2 hours; teaching, 2 hours; writing, 1 hour.	160 0 0
4	Isabella Hutcheon -	- - -	Lecturer, occasionally; French, 2 hours; geography, 2 hours; exercises, 2 hours.	60 0 0
5	William Litster -	- - -	Lecturer, music, 4 hours -	48 0 0
6	John Hay - -	- - -	Lecturer, drawing, 4 hours	30 0 0 (+ ⅓ of drawing grant.)
7	Robert Black -	- - -	Drill Instructor - -	—
8	Mrs. Black - -	South Kensington.	- - - -	12 12 0

* John L. Mackenzie, B.A., B.Sc., London, has been appointed interim in place of Mr. Adams, who has left.

TIME TABLE.

—	Class.	9–10.	10–11.	11–12.	12–1.	1–2.	2–3.
Monday.	Sen.	Bible (1).*	English (2).	Domestic Economy (3).	Geography and Science (2 and 4).	Drawing (6).	Arithmetic (1).
	Jun.	Bible (3).	English (3).	Geography (2).	Arithmetic (1).	Music (5).	Writing (3).
Tuesday.	Sen.	School Management (1).	History (2).	French (2).	Reading (3).	Music (5).	Arithmetic (1).
	Jun.	History (3).	Teaching (1 and 3).	Domestic Economy (3).	Arithmetic (1).	French (4).	Sewing (3).
Wednesday.	Sen.	Teaching (1).	English (2).	School Management (1).	Bible (1).	Sewing (3).	Drawing (6).
	Jun.	Teaching (3).	School Management (1).	English (3).	Bible (1).	Drawing (6).	Sewing (3).

* These figures indicate the teachers as given in the list of the staff of the college.

Digitized by Google

—	Class.	9–10.	10–11.	11–12.	12–1.	1–2.	2–3.
Thursday.	Sen.	Bible (1).	Science and geography (2 and 4).	French (2).	Sewing (3).	Music (5).	Arithmetic (1).
	Jun.	Domestic Economy (3).	History (3).	Arithmetic (1).	Sewing (3).	French (4).	Reading (3).
Friday	Sen.	Domestic Economy (3).	English (2).	Sewing (3).	History (2).	Arithmetic (1).	Writing (1).
	Jun.	Bible (1).	Arithmetic (1).	Geography (2).	Drawing (6).	Music (5).	English (3).

The work of the college continues to be conducted in a most satisfactory manner. The discipline and order of the classes are remarkably good, and the general appearance and tone of the whole establishment are very pleasing.

The professional training of the students continues to receive a due amount of time and attention. On this subject the Principal has favoured me with the following statement:—

"The professional training of the students has this session been conducted in almost the same manner as that described in my report for last year. It consists of—1. The study of the subjects prescribed in the syllabus under the head of School management; 2. Criticism lessons; 3. Model lessons; 4. Sectional teaching; and 5. Class teaching.

"In the first, instruction is given partly in the form of lectures and partly by the aid of text books.

"2. Criticism lessons.—These continue to receive that attention which their importance demands. Six lessons are taught weekly, three by students of the first, and three by those of the second year. Thus each student teaches at least twice during the session.

"3. Model lessons.—These are taught either by myself or by the heads of departments.

"4. Sectional teaching.—For this the classes are broken up into small sections and taught as described in my report of last year. As Her Majesty's Inspector, on his annual visits to Training Colleges, pays special attention to this department of the students' work, as well as to the criticism lesson, the students have an additional motive to take an interest in this exercise.

"5. Class teaching.—In this, each student of the second year takes the place of the ordinary teacher of the class, continues with it for a week at a time, and is responsible for its discipline and work. A report is handed in upon the appearance made by each, and upon her capability as a teacher, and this influences to a considerable extent the certificate for practical skill given to each at the end of her college career.

"As needlework is under the New Code made a class subject, and must, to obtain a grant, be taught according to scientific principles, special attention has, this session, again been given to the training of the students as practical teachers of this subject. To secure this two demonstration lessons have been given weekly to large classes according to the simultaneous method."

Drill.—All the students receive regular and systematic instruction in such parts of military drill as are applicable to their case, and also in calisthenics. These exercises are under the direction and superintendence of duly qualified instructor.

Industrial Instruction.—This branch of instruction continues to be conducted by Miss Walker, with singular ability, skill, and success.

In domestic economy, the instruction is partly theoretical and partly practical, under the direction and superintendence of Mrs. Black (South Kensington).

Practising Schools.—I have been favoured with the following details of the last inspection by my colleague, Mr. Andrew. On that occasion he found in average attendance 467 children, while 530 were present on the days of inspection, and 470 names were entered on the examination schedules as having made the required attendances.

A male department has now been added to the college, and 4 students are attending the university during the present session. They take the classes of English literature and junior mathematics.

As on former occasions, I met the Committee of Management. The members present were the Rev. Professor Salmond, D.D., the Rev. A. M. Bannatyne, William Henderson, Esq., David McDonald, Esq., G. J. Harvey, Esq., and Robert Lumsden, Esq., convener.

Results.

The following summaries furnish the necessary information:—

Drawing.—The results of the recent examination by the Department of Science and Art were as follows:—

Passes	52
Prizes	18
Certificates	10

Digitized by Google

Science.—Of the 20 students examined in Physiography, 14 passed in the second class.

The number of students, who finished their course of training at Christmas 1885, was 27. These have been disposed of as follows:—

Appointed to schools in Scotland - - -	19
" " England - - -	4
In New Zealand - - - - -	1
At home - - - - - -	3
	27

The results of the recent examination for certificates may be seen from the following summary:—

Candidates.	Examined at Christmas 1886.	First Division.	Second Division.	Third Division.	Failed.	Per-centage successful.
Female, 1st year -	29	15	14	0	0	100·00
" 2nd year -	28	17	11	0	0	100·00
Totals - -	57	32	25	0	0	100·00

Thus out of 57 candidates none fall below the second division—a result the same as last year.

This may justly be considered a very gratifying result.

Digitized by Google

REPORT, *for the Year* 1886, *by* JOHN STAINER, ESQ., M.A., MUS. DOC., *Inspector of Music, on the Examination in Music of the* STUDENTS *in the* TRAINING COLLEGES *of* SCOTLAND.

MY LORDS,

During the year 1886 I inspected the following training colleges :—

Aberdeen (Church of Scotland).
Aberdeen (Free Church).
Edinburgh (Episcopal).
Edinburgh (Free Church).

At the last named I had the help of one of my assistants. The following were examined by my assistants alone; their reports are appended :—

Edinburgh (Church of Scotland).
Glasgow (Church of Scotland).
Glasgow (Free Church).

I found a very high standard of musical efficiency at the Church of Scotland College in Aberdeen. The choral music, which consisted of a cantata and several other interesting compositions, was admirably rendered, and solos, duets, and quartets were played on the pianoforte by the students of both years with a precision and good taste indicating excellent tuition.

At the Aberdeen Free Church College the results reached a fair average throughout.

The Episcopal Church College at Edinburgh maintained its high reputation for sound and careful work. The students when examined individually showed great taste and intelligence, and the singing of the choral classes deserved much praise. In this college the students, though presented as "old notationists," were prepared to pass my examination either in the staff or tonic sol-fa systems; and I understood that nearly every student held a certificate as a tonic sol-faist. This thorough mastery of both systems is worthy of imitation elsewhere.

At the Edinburgh Free Church College I found the music in a highly satisfactory state. The individual examination showed excellent training, and by a combination of the two branches of the college (male and female) the choral class was raised to a point of great efficiency. Much taste and good expression was exhibited in the singing.

Notwithstanding some severe and outspoken criticism, a general consideration of the reports of my assistants and myself is, I think, encouraging; there are evident signs that the Scotch students are anxious to enter with their hearts, as well as with their heads, into their musical training; if this be so, the good effect will soon begin to make itself felt throughout the country, and there will be restored to Scotch music that tenderness and depth of feeling which was formerly one of its most striking features.

I have the honour to be, &c.

JOHN STAINER.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

Digitized by Google

APPENDIX.

Report of W. A. Barrett, Esq., Mus. Bac., &c.

On 5th October 1886 I visited the Church of Scotland College in Glasgow. I was especially gratified to find evidences of good preparation for the examination, alike in male and female students, among the majority of those who presented themselves. A few only among the male students seemed to have been deprived of the opportunities for the study of music during the period of time in which they were pupil-teachers, but in a general way the value of music as an element in education appeared to be more extensively recognised, and the disadvantages and difficulties under which some of the masters had in their own day laboured have been turned to profit, and pupil-teachers are sent to college better prepared, at all events in the matter of music. I must state, to the credit of those of the students who had entered with little knowledge of the subject, that they appeared to have wrought well, to employ to the best purpose the means of instruction at their disposal. Encouragement and help had been freely given by the rector and the musical teacher, and a fair average allowance of marks had been won by all students. The educational privilege of singing in parts, enjoyed by the male and female students will doubtless be duly appreciated, and serve as an incentive to the production of effects of like kind in the several centres in which they will be called upon to labour. The advancement of musical knowledge in Scotland will be greatly helped by the moral encouragement given towards the formation of societies for the practice of music in concert as observed in the colleges. The hour of practice is usually looked forward to with much enjoyment, but it would be as well to direct the students not to lose sight of the educational advantages likely to arise out of the knowledge gained by united singing.

I was glad to find that many of the students were able to accompany the songs of their associates, in some cases not only accurately, but with taste and judgment.

I am sorry to say that I did not find the condition of music in the Church of Scotland Colleges in Edinburgh at all equal to that of Glasgow.

The united singing of a few choral pieces was greatly enjoyed by the students and was not badly done.

The individual singing among the male students was capable of a vast amount of improvement. The songs presented were either selected from the repertory of the infant school, or, in general, were of so childish a character that they might with propriety be kept there. One or two of the better disposed among the students had brought songs which are classed among the standard productions of their kind, but the standard was not high. There were few indications in any case of an attempt to reach an artistic ideal in the performance of the songs, and consequently nothing which showed that music had been cultivated with any other object than the bare fulfilment of requirements. The reading at sight was not always satisfactory, either as to time or tune. In the names given to the notes for the purposes of solmisation there was some confusion, and the general impression conveyed to my mind as to the state of music among the male students of the college was suggestive of retrogression rather than of advance. Some of the students had not had much acquaintance with music previous to their entry into the college, and some were inclined to regard the whole matter with indifference. I think, therefore, that an effort should be made to increase the interest in the subject. The musically disposed should receive warmer encouragement, the backward more consideration, and the choice of solos, by which the examiner is to judge of the natural gifts and acquirements of the student, should not be left to the unfettered selection of those whose acquaintance with musical literature, and its suitability to their own requirements, is necessarily limited.

Among the female students matters were more hopeful. Musical taste was guided with better judgment, and the prospect infinitely more encouraging. The sight reading was, for the most part, prompt and correct, both as concerned the time and tune tests. The songs were given with some degree of taste

Digitized by Google

and even of refinement, and the accompaniments played by the students for each other were very well done; this latter result being doubtless gained by the facilities for pianoforte practice in the house, and the excellent teaching of Mr. Walter Hateley and Miss Smith.

Report of Mr. W. G. McNaught, A.R.A.M., &c.

Practical Examination.

I had the honour to visit alone the college of the Free Church at Glasgow, and in company with Dr. Stainer the college of the Free Church at Edinburgh.

Glasgow.—The performance of the various tests submitted to the students more than sustained the reputation of the experienced and devoted professor who for many years has taught in this college. Many of the students were able to execute passages at sight far more difficult than those prepared for the examination, and the performance, too, of the songs maintained the advance made in power of musical expression noticed in last year's report.

Edinburgh.—My impression here was that the average musical capacity of the students was rather below that of recent years. The deficiency, however, of natural skill was balanced by the close attention that had been given to the preparation for the tests, the most noticeable results of which were a greater freedom in singing minor mode passages and in telling notes by ear. The part-singing was more spirited than usual.

Theory Questions.

First Year.—Staff Notation.—For the most the questions were intelligently answered. The questions dealing with the values of tied notes, dotted notes, and rests proved most troublesome, and attempts to define the meaning of the very common term staccato elicited many strange and tortuous explanations.

Tonic Sol-fa Notation.—The question on the steps of the tonic sol-fa method was not answered so clearly as it should be by potential teachers, and the question as to the relative pitch of various keys was often incorrectly answered. With these exceptions the paper gave no trouble.

Second Year.—Staff Notation.—The purely grammatical questions, except that on syncopation, were nearly invariably well answered. As might be expected, the questions relating to the treatment of the voice gave rise to conflicting statements. It is, however, gratifying to observe from the general agreement of the best answers of students so far apart as Aberdeen, Glasgow, and Edinburgh that correct notions of the most recent theories of vocal training have permeated a class of the community likely soon to be in a position to make or mar the voices of many children. The didactic effect of last year's questions on the voice was marked; so much so indeed that many of the answers were short essays obviously written for last year's questions. Noting this, it is singular that the meaning of "M 100"—a simple question repeatedly asked in former papers, and generally badly answered—was still the parent of strange definitions.

Tonic Sol-fa Notation.—Most of the questions were generally answered correctly. The question on the minor scale gave most trouble. This is a matter for regret if only for the reason that a Scotch musical student, at least, should have clear theoretical ideas on the mode of using scale tones, so frequently and beautifully illustrated in the national music. The question on intervals was often badly answered. This may arise from the too frequent neglect of the subject of intervals by tonic sol-faists. No theoretical course of musical study can be complete that does not cultivate readiness in the power of observing intervals.

Digitized by Google

CHRISTMAS EXAMINATION, 1886.

TABLE showing the AVERAGE NUMBER of MARKS obtained by CANDIDATES in PRACTICAL SKILL in MUSIC.

MALES.

College.	Number examined.	Male Students of the Second Year. — Average Number of Marks obtained.*
Edinburgh, Church of Scotland - -	37	32
„ Free Church - - -	35	39
Glasgow, Church of Scotland - -	37	38
„ Free Church - - -	34	38
Totals - - -	143	37

FEMALES.

College.	Number examined.	Female Students of the Second Year. — Average Number of Marks obtained.*
Aberdeen, Church of Scotland - -	34	45
„ Free Church - - -	29	39
Edinburgh, Church of Scotland - -	40	37
„ Episcopal - - -	32	44
„ Free Church - - -	46	40
Glasgow, Church of Scotland - -	45	39
„ Free Church - - -	45	38
Totals - - -	271	40

* The maximum number attainable being 50.

Digitized by Google

REPORT, *for the Year* 1886, *on* NEEDLEWORK, *in the* TRAINING COLLEGES *of* SCOTLAND, *by* THE HONOURABLE MRS. R. E. COLBORNE, DIRECTRESS OF NEEDLEWORK.

MY LORDS, 15th March 1887.

MY inability to visit the Scotch colleges in the autumn of 1886, has prevented me from judging personally of the skill of the students as teachers of needlework. I am therefore unable to draw up any report on the subject. I, however, beg to submit to the consideration of my Lords, the results of the Christmas examination of students in the needlework test exercises.

Glasgow, Free Church	61·5
„ Church of Scotland	60·6
Aberdeen, Free Church	60·6
„ Church of Scotland	57·25
Edinburgh, Free Church	55·15
„ Church of Scotland	48·8
„ Episcopal	44·5

I have the honour to be, &c.
RHODA E. COLBORNE,
Directress of Needlework.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

Digitized by Google

PART IV. OF APPENDIX.

(*Corrected to 30th April* 1887.)

Digitized by Google

LIST (under Counties and School Board Districts) of SCHOOLS, aided from the Parliamentary Grant:

1. For BUILDING OR FIXTURES. In the cases marked with an asterisk * the grant was made by the Treasury before the appointment of a Committee of Council on Education.

2. For ANNUAL MAINTENANCE. The grants entered are those made upon inspection due (Article 13) in the year ended 30th September 1886.
   Changes in the date of inspection are denoted by two numbers in the first column.
   Where *two* numbers are given in the column for average attendance, the *latter* denotes Evening Scholars unless otherwise specified. The inspection of evening schools is due between 1st January and 30th April.

3. COMBINATION SCHOOLS (under Section 42 of the Education (Scotland) Act, 1872), are printed in *italics*.

NOTE.—P. denotes that the School is a *Public* School; Ch. or G.A. that it is in connexion with the *Established Church of Scotland*; F.C., with the *Free Church*; E., with the *Episcopal Church*; R., with the *Roman Catholic Church*; S., that it is a *Sessional* School.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
ABERDEEN.	£ s. d.			£ s. d.
ABERDEEN (BURGH):				
Albion Street - P. 11	*300 0 0	391	384	352 6 0
Causewayend - P. 11	798 12 6	820	815	799 17 6
			40	20 0 0
Commerce Street P. 11	626 17 6	661	620	602 9 0
			51	28 1 6
Davidson's - P. 11	- - -	383	365	319 7 6
Dr. Bell's - - P. 12	- - -	684	617	602 14 6
Dr. Brown's - P. 11	- - -	510	607	531 2 6
Ferryhill - P. 6	554 2 1	480	352	360 8 0
King Street - P. 6	- - -	840	972	921 12 9
Marywell Street P. 11	*250 0 0	574	679	697 8 6
Middle - - P. 11	723 17 10	700	720	695 13 0
Northfield - P. 10	- - -	553	595	489 6 5
Port Hill - - P. 11	500 0 0	613	519	537 18 6
Primrose - - P. 3	- - -	85	94	71 9 0
Ruthrieston - P. 5	182 10 0	275	286	276 12 0
St. Andrew's St. P. 11	- - -	238	214	205 11 0
St. Clement's St. P. 11	- - -	478	469	436 6 0
St. Paul Street - P. 3	*400 0 0	599	604	609 18 0
" " - "	54 0 0		78	47 2 0
Skene Street - P. 6	638 15 0	540	546	563 13 0
			73	41 17 0
Boys' School of Industry -	204 0 0			
Chalmers' Female 11	- - -	217	180	166 12 0
Gilcomston - 11	- - -	103	72	56 1 0
Holborn Ross - 5	- - -	406	412	373 18 0
John Knox's - S. *c*	*198 5 0			
Practising - Ch. 6	382 8 9	817	669	701 11 6
St. Andrew's, Female - - E. 5	- - -	343	310	271 5 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*				
ABERDEEN (Burgh)—*cont.*	£ s. d.			£ s. d.
St. Francis - R. 6	- - -	93	80	82 8 0
St. John's - E. 10	- - -	224	205	184 1 6
St. Joseph's - R. 6	- - -	340	179	148 15 0
St. Margaret's, Mission - E. 10	- - -	217	222	187 16 0
St. Peter's - R. 6	- - -	236	113	114 4 6
Sheriff Watson's Female Industrial - - 10	- - -	113	61	52 14 0
South Parish - F.C. 6	165 0 0	684	467	508 17 6
South Parish - S.	*220 0 0			
Union Parish - F.C.	295 0 0			
ABERDOUR:				
Aberdour - - P. 1	- - -	151	91	87 18 0
Auchmeddon - P. 5	90 17 6	190	98	83 19 0
New Aberdour, Junior Dept. P. 1	105 0 0	97	53	44 12 6
ABOYNE AND GLENTANAR:				
Aboyne - - P. 4	153 0 0	187	135	139 7 10
Glen Tanar - P. 4	- - -	66	30	44 14 0
ALFORD:				
Alford, Mixed - P. 4	169 0 0	178	128	127 11 0
Gallowhill - P. 4	- - -	153	84	81 5 0
ARDALLIE:				
Ardallie - - P. 1	190 11 1	110	59	51 13 6
Ardallie, Female P. 1	134 1 10	60	61	53 7 6
AUCHINDOIR AND KEARN:				
Auchindoir - P. 5	- - -	49	25	34 17 6
Lumsden - - P. 5	116 4 4	216	131	113 13 0

c School closed

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*	£ s. d.			£ s. d.
AUCHTERLESS:				
Badenscoth, Boys P. 7	285 5 0	98	54	51 18 0
Badenscoth, Girls - - P. 7	- - -	106	58	55 10 0
Kirktown, Male P. 7	150 3 4	120	81	72 2 0
Kirktown, Female - - P. 7	65 0 0	102	88	77 0 0
BANCHORY-DEVENICK (*see* KINCARDINESHIRE).				
BELHELVIE:				
Balmedie - - P. 12	- - -	133	83	72 7 0
Craigie - - P. 12	146 0 0	80	56	49 0 0
Menie - - P. 12	145 2 6	80	53	45 10 0
Wester Hatton P. 12	145 2 6	80	60	57 19 0
BIRSE:				
Ballogie, Female P. 5	- - -	51	32	32 8 0
Birse - - P. 5	- - -	71	34	30 15 0
Finzean - - P. 5	51 5 0	80	66	62 18 0
Forest - - Ch. 5	- - -	37	7	19 0 0
BOURTIE:				
Bourtie - - P. 4	- - -	67	41	38 7 6
CABRACH:				
Lower - - P. 5	- - -	90	32	43 15 0
Upper - - P. 5	115 6 3	110	30	35 12 0
CAIRNEY:				
Alehousehillock P. 7	- - -	46	28	27 3 0
Cairney - - P. 7	- - -	127	102	88 6 0
Ruthven - - P. 7	164 1 8	70	58	52 6 0
Windyraw - P. 7	- - -	67	46	56 1 0
CHAPEL OF GARIOCH:				
Chapel - - P. 3	110 16 10	116	117	104 9 6
Fetternear, Madras - - P. 12	196 13 9	130	147	134 9 6
Logie Durno - P. 3	208 1 3	100	88	77 17 0
CLATT:				
Clatt - - P. 2	- - -	96	73	59 19 0
CLUNY:				
Cluny - - P. 2	- - -	153	71	60 11 6
Castle Fraser, Proprietary - 2	- - -	29	25	18 4 0
Cluny - - F.C. 2	- - -	164	53	41 14 0
Corennie, Lady Gordon Cathcart's Female- 6	- - -	64	62	52 15 0
COULL:				
Coull - - - P. 5	- - -	107	68	52 15 0
CRATHIE AND BRAEMAR:				
Aberarder - P. 4	- - -	92	19	32 2 0
Braemar - - P. 4	105 0 0	122	60	46 7 0
Crathie - - P. 4	73 17 8	98	50	49 16 0
Abergeldie, Her Majesty's, Female - - 4	- - -	39	13	14 8 6
Braemar, St. Andrew's - - R. 5	- - -	96	46	44 12 0
Crathie - - 4	- - -	67	38	50 5 0
Inverey District Ch. 5	- - -	41	13	6 7 9
Inverey - - R. 5	- - -	39	15	13 5 0
CRIMOND:				
Crimond - - P. 2	43 15 0	151	111	107 12 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*	£ s. d.			£ s.
CRUDEN:				
Auchiries - - P. 4	38 11 10	102	88	78 3
Boghras - - P. 4	- - -	104	78	61 16
Coldwells - - P. 4	- - -	108	104	91 0
Hatton - - P. 4	251 1 3	150	113	105 9
Hatton (late F.C.) P.	57 0 0			
Erroll - - E. 4	*100 0 0	140	107	88 14
CULSALMOND:				
Culsalmond - P. 3	200 17 6	150	103	96 6
Tillymorgan - E. 4	- - -	64	55	50 3
DAVIOT:				
Daviot - - P. 4	75 17 1	155	104	96 2
DRUMBLADE:				
Drumblade P. 3	- - -	114	89	74 19
DRUMOAK:				
Drumoak - - P. 7	87 2 6	87	89	103 3
Glashmore - P. 4	- - -	49	28	29 4
Sunnyside, Female - - Ch. 3	- - -	33	16	12 7
DYCE:				
Dyce - - - P. 2	- - -	103	67	63 6
Dyce, Infant and Female P. 2	100 5 0	100	86	75 5
ECHT:				
Cullerley - - P. 2	- - -	70	31	31 15
Kirkton - - P. 2	- - -	207	119	107 2
Waterton - - 2	- - -	103	61	56 15
ELLON:				
Berefold - - P. 5	190 15 0	120	64	58 10
Drumwhindle - P. 5	175 6 10	100	36	32 9
Ellon - - P. 5	483 3 1	350	319	296 11
Esslemont, Female - - P. 5	150 14 2	70	33	26 10
Ellon - - F.C. *c*	162 0 0			
FINTRAY:				
Disblair - - P. 2	164 12 1	100	52	49 18
Hatton - - P. 2	138 7 6	140	97	93 11
FORGUE:				
Forgue - - P. 5	- - -	140	86	76 13
Largue - - P. 5	229 9 0	100	69	72 12
Forgue - - E. 5	- - -	60	58	50 13
FOVERAN:				
Cultercullen - P. 3	188 0 0	126	103	97 3
Foveran - - P. 3	87 5 0	170	95	81 19
Newburgh Mathers - - P. 3	67 12 6	253	207	192 17
FRASERBURGH:				
Fraserburgh - P. 6	492 0 0	754	605	529 7
Techmuiry, 2nd P. 1	180 0 0	115	40	34 9
Broadsea - - G.A. 6	- - -	211	134	117 5
Fraserburgh, Female Industrial Ch. 6	- - -	233	234	204 15
St. Peter's - E. 6	758 0 0	304	226	177 13
FYVIE:				
Fyvie - - P. 1	- - -	179	117	114 4
Fyvie, Female - P. 2	- - -	124	47	51 11
Meiklefolla - P. 5	105 3 1	128	65	61 16
Steinmanhill - P. 2	227 17 6	150	74	72 9
Woodhead - P. 1	227 17 6	150	81	71 2
All Saints' - E. 5	- - -	62	37	32 11
St. Katharine's, Female - - Ch. 3	- - -	96	93	85 12

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*	£ s. d.			£ s. d.
GARTLY:				
Barony - - P. 3	- - -	82	*a*39	30 0 4
" - - " 3	- - -	—	38	29 7 9
Braes - - P. 3	112 19 7	60	26	35 5 0
Gartly, Female Ch. 3	- - -	50	49	42 17 6
GLASS:				
Beldorney - P. 3	156 13 4	70	38	43 5 0
Glass - - P. 3	- - -	109	70	65 5 0
Glass Female - P. 3	- - -	57	32	28 13 0
GLENBUCKET:				
Glenbucket - P. 5	42 10 0	109	56	48 9 0
Balloch - - Ch. 5	- - -	35	25	36 0 6
GLENGAIRN:				
Glengairn P. 4	97 3 9	60	20	32 8 0
GLENMUICK AND TULLICH:				
Ballater - - P. 4	387 10 0	260	178	177 17 0
Birkhall, Female P. 4	- - -	43	19	33 14 6
Inchmarnock, Infants - - P. 4	- - -	40	27	42 7 6
Kinord, Female P. 4	- - -	53	26	42 2 0
HUNTLY:				
Huntly - - P. 7	- - -	457	399	326 1 0
Kinnoir - - P. 7	- - -	63	54	56 17 0
Longhill - - P. 7	- - -	43	39	50 6 6
Gordon's, Female Industrial - F.C. 11	- - -	392	277	226 9 0
" " - " 7	- - -	—	261	135 4 4
Huntly - - R. 11	- - -	78	53	42 2 6
INSCH:				
Genfoudland - P. 3	- - -	48	27	24 9 0
Insch - - P. 3	118 2 6	264	186	167 1 0
Largie - - P. 3	257 0 0	128	58	46 17 0
Insch - - F.C. *c*	82 4 6			
INVERURIE:				
Market Place - P. 6	45 18 9	317	218	210 9 0
West High Street - - P. 6	155 18 9	201	142	139 5 0
Infant - - F.C. 6	- - -	102	40	32 2 0
St. Mary's - - E. 6	- - -	82	48	41 10 0
KEIG:				
Keig - - - P. 4	- - -	155	105	103 19 6
KEITHHALL AND KINKELL:				
Keithhall - - P. 2	160 14 4	140	85	77 9 6
KEMNAY:				
Kemnay - - P. 2	150 0 0	327	284	248 10 0
KENNETHMONT:				
Kennethmont - P. 3	172 9 7	120	88	80 7 0
Old Town - P. 3	105 0 0	63	44	32 2 0
KILDRUMMY:				
Kildrummy - P. 5	- - -	130	106	98 4 0
KINCARDINE O'NEIL:				
Greenburn - P. 5	134 1 10	60	33	30 13 6
Kincardine, O'Neil P. 5	- - -	130	85	81 12 6
Tornaveen - P. 5	- - -	90	56	51 18 0
Torphins - - P. 5	- - -	143	104	98 0 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*	£ s. d.			£ s. d.
KING EDWARD:				
Fishery - - P. 3	75 0 0	60	48	32 18 0
King Edward - P. 3	91 0 0	130	126	125 17 0
KININMONTH:				
Kininmonth - P. 1	279 16 10	200	117	110 14 6
Ballearn, Girls - 1	- - -	60	51	35 4 0
KINNELLAR:				
Kinnellar - - P. 2	- - -	106	67	57 10 0
KINTORE:				
Kintore - - P. 2	369 17 6	250	205	189 3 6
Port Elphinstone P. 2	213 0 0	138	98	89 10 0
Kintore - - F.C.	75 0 0			
Leylodge - - Ch. 2	210 0 0	86	59	63 7 0
LEOCHEL-CUSHNIE:				
Cairncoullie - P. 4	140 3 1	60	44	51 14 0
Corse - - P. 4	177 12 6	90	71	63 16 6
Craigievar - P. 4	244 2 6	140	59	46 7 0
Cushnie - - P. 4	117 3 1	96	68	53 2 0
LESLIE:				
Leslie - - P. 2	- - -	117	67	57 2 0
LOGIE-BUCHAN:				
Artrochie - - P. 5	149 11 5	76	70	51 19 0
Tipperty - - P. 5	164 0 0	80	80	73 11 0
LOGIE-COLDSTONE:				
Logie-Coldstone P. 4	126 5 0	155	78	67 15 0
LONGSIDE:				
Kinmundy - P. 3	238 16 3	130	119	109 16 0
Longside - - P. 3	- - -	135	88	87 14 0
Longside, Girls P. 3	162 3 9	120	93	81 7 6
Mintlaw - - P. 1	86 12 6	133	93	88 2 6
Rora - - P. 3	- - -	122	122	120 19 0
Mintlaw, Mitchel 1	- - -	57	45	42 15 5
Rora, Mitchel - 3	- - -	40	19	12 2 0
LONMAY:				
Blackhills - P. 1	154 14 4	70	57	48 9 0
Lonmay - - P. 1	148 10 7	120	113	103 4 0
St. Combs - P. 1	198 0 0	130	142	111 3 0
LUMPHANAN:				
Lumphanan - P. 5	221 0 7	200	118	125 13 0
MELDRUM:				
Commercial Road P. 5	364 10 0	320	210	219 2 0
Kirk St., Infant P. 5	- - -	126	76	66 10 0
Tulloch - - P. 5	140 3 1	70	29	22 3 0
Old Meldrum F.C. *c*	123 0 0			
METHLICK:				
Cairnorrie - P. 7	168 11 8	104	120	111 17 0
Inverebrie - P. 7	- - -	68	64	64 3 0
Methlick - - P. 3	190 1 5	210	184	183 7 4
MIDMAR:				
Midmar and Corsindae - P. 2	- - -	140	94	87 3 0
MILLBREX:				
Millbrex District, Female - P. 2	- - -	64	52	47 2 0
Millbrex, Male - P. 2	202 0 0	100	46	47 4 0
Millbrex District Ch. 2	- - -	90	50	44 0 0

a For 1885.

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*	£ s. d.			£ s. d.
MONQUHITTER:				
Garmond, Female - - P. 6	66 0 0	66	42	34 5 0
Greeness - - P. 6	242 3 9	120	53	47 9 6
Monquhitter - P. 6	100 12 6	199	171	163 10 6
Balquhindachy Proprietary - 6	- - -	67	25	25 0 0
MONYMUSK:				
Monymusk - P. 2	- - -	164	103	84 0 0
NEW BYTH:				
Crudie - - P. 6	191 5 0	170	96	83 14 0
New Byth - P. 6	412 16 9	216	183	163 14 0
Upper Brae - P. 6	89 17 6	70	82	70 5 0
NEW DEER:				
Brucklay, Infant P. 6	- - -	106	64	54 2 0
Cairnbanno - P. 6	231 10 0	164	94	86 1 0
Knaven - - P. 6	166 0 0	100	89	84 18 6
New Deer - P. 6	148 17 6	240	181	189 1 6
Oldwhat - - P. 5	184 13 9	120	45	46 12 6
Whitehill - - P. 6	102 0 0	124	82	72 6 0
Bonnykelly - 6	148 0 0	124	49	24 18 9
Honeynook - 1	- - -	51	38	32 14 0
NEWHILLS:				
Blackburn - P. 7	- - -	117	87	81 6 6
Buxburn - - P. 7	430 0 0	480	408	395 3 0
Buxburn (late F.C.) P. *c*	6 12 6			
Kepplehills - P. 7	- - -	95	50	46 2 0
Kingswells - P. 2	334 0 0	141	95	88 19 6
Stoneywood - P. 7	- - -	329	212	205 15 0
Stoneywood, Infant - - P. 7	185 0 0	120	74	61 7 0
NEW MACHAR:				
Parkhill, Female - - P. 1	26 5 0	93	61	53 7 6
Summerhill, Boys P. 1	154 8 9	205	149	127 11 0
Whiterashes - P. 5	166 3 11	90	89	87 13 6
NEW PITSLIGO:				
Glasslaw - - P. 3	142 12 8	70	45	49 7 6
New Pitsligo - P. 3	542 8 7	380	310	271 5 0
St. John's - - E. 3	762 12 0	316	174	147 1 0
OLD DEER:				
Banks - - P. 3	- - -	100	83	78 6 6
Clochcan - P. 3	175 0 0	110	104	92 18 0
Bulwark - P. 3	- - -	62	59	46 16 0
Fetterangus - P. 3	- - -	106	81	73 0 5
Old Deer - - P. 3	- - -	167	96	74 17 0
Old Deer, Girls P. 3	200 0 0	81	70	65 8 0
Shannas - P. 3	175 0 0	110	118	98 7 0
Stuartfield, Girls P. 3	232 19 2	140	132	115 10 0
Old Deer - - F.C. *c*	109 11 5			
OLD MACHAR:				
Denmore - - P. 4	135 10 0	60	53	49 10 6
Old Aberdeen - P. 5	224 3 4	200	202	182 6 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*	£ s. d.			£ s. d.
OLD MACHAR—*cont.*				
Rubislaw - P. 3	161 8 9	240	281	261 13 5
Whitestripes - P. 3	135 10 0	60	69	70 12 6
Woodside - - P. 11	999 18 4	950	1,032	921 8 6
Woodside (late F.C.) - - P. *c*	*150 0 0 30 13 4			
Old Aberdeen, Dr. Bell's - 5	- - -	355	348	350 1 11
OYNE:				
Oyne - - P. 3	36 0 0	164	94	96 13 0
PETERCULTER:				
Countesswells - P. 2	- - -	57	41	40 16 0
Craigton - - P. 4	185 8 9	182	135	138 8 6
Eddieston - P. 1	- - -	89	35	39 14 6
PETERHEAD (BURGH):				
Academy - - P. 6	*650 0 0 140 0 0	473	233	255 9 6
Buchanhaven - P. 6	- - -	156	119	101 6 6
North - - P. 6	120 0 0	234	168	147 15 0
Peterhead, Female - - P. 6	598 18 9	500	302	327 6 7
Peterhead, Infant - - P. 6	300 0 0	316	256	221 12 0
Prince Street, Evg. P.	- - -	—	23	7 4 6
Peterhead, Girls, F.C. 6	219 15 0	453	465	428 5 5
St. Peter's - E. 6	- - -	188	145	118 7 0
PETERHEAD (LANDWARD):				
Blackhills - P. 6	168 2 6	80	63	58 4 6
Boddam - - P. 6.	526 17 6	270	267	253 1 6
Burnhaven - P. 6	200 11 3	130	141	115 6 0
Tortorston - P. 6	148 5 0	70	60	53 1 0
PITSLIGO:				
Pitsligo - - P. 1	- - -	186	124	105 19 0
Pitullie - - P. 6	- - -	85	95	74 6 0
Rosehearty - P. 5	296 18 1	200	200	160 13 0
PREMNAY:				
Premnay - - P. 2	203 7 6	120	88	85 0 0
RATHEN:				
Inverallochy - P. 1	579 7 6	300	246	205 17 0
Rathen - - P. 1	268 15 0	230	119	117 5 6
Cortes, Female 1	- - -	28	27	28 6 0
Memsie, Private 6	- - -	74	54	40 7 0
RAYNE:				
North - - P. 5	287 0 0	150	102	94 18 0
Old Rayne, Female - - P. 5	141 10 0	76	62	54 5 0
RHYNIE:				
Duff's - - P. 3	- - -	53	24	37 1 0
Lesmore - - P. 3	- - -	58	32	35 2 0
Rhynie - - P. 3	281 10 0	240	146	129 10 0
SAVOCH:				
Arnage - - P. 1	166 5 0	80	78	70 11 0
Braeside - - P. 1	174 4 4	90	89	79 4 0
Savoch, Girls - P. 1	113 0 0	65	44	40 18 0

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont*	£ s. d.			£ s. d.
SKENE:				
Central - - P. 2	- - -	126	134	115 12 0
Garlogie - - P. 2	- - -	80	66	57 15 0
Westhill - - P. 2	165 1 3	100	72	61 15 0
Lyne F.C. 2	- - -	100	50	47 1 0
Skene F.C. *c*	130 10 0			
SLAINS				
Collieston - - P. 1	119 13 1	50	48	39 19 0
Slains - - P. 1	123 7 10	100	61	47 16 0
The Bruce Hay, Girls - - 1	- - -	72	44	34 3 0
STRATHDON:				
Forbeston, Female - - P. 5	57 7 6	50	40	37 15 0
Knocklea - - P. 5	- - -	41	11	23 7 0
Strathdon - - P. 5	- - -	96	58	53 6 0
Ardler - - Ch. 5	- - -	59	23	35 2 6
Corgarff, Society's - - Ch. 5	- - -	44	35	45 16 0
Tillyduke - - Ch. 5	- - -	74	24	36 9 0
STRICHEN:				
Strichen - - P. 1	142 0 7	285	169	123 19 0
All Saints' - E. 3	- - -	160	108	106 7 0
TARLAND AND MIGVIE:				
Migvie - - P. 4	- - -	53	33	28 6 6
Tarland - - P. 4	- - -	193	128	114 3 0
TARVES:				
Barthol Chapel P. 4	- - -	124	104	102 19 0
Craigdam, Female - - P. 4	159 15 0	80	58	58 2 0
Tarves - - P. 4	164 6 3	261	179	173 6 6
TOUGH:				
Tough - - P. 4	230 5 0	120	88	89 19 0
Lynturk, Endowed 4	- - -	64	38	29 7 0
TOWIE:				
Towie - - P. 5	125 11 10	110	84	85 17 0
TULLYNESSLE AND FORBES:				
Scots' Mill - P. 4	143 0 0	61	49	45 0 6
Tullynessle - P. 4	- - -	127	74	73 13 0
TURRIFF:				
Ardmiddle - P. 2	34 16 8	100	70	63 4 5
Birkenhills - P. 6	171 14 5	80	71	67 3 7
Fintray - - P. 5	157 17 6	115	76	71 2 0
Turriff - - P. 7	475 15 4	380	284	253 9 7
Turriff, Female P. 7	- - -	185	138	129 15 0
TYRIE				
Tyrie - - P. 1	- - -	156	106	95 13 0
Boyndlie - - E. 3	- - -	129	72	72 19 0
UDNY:				
Pitmedden - P. 4	207 9 6	125	121	119 6 5
Udny Green - P. 4	- - -	185	59	52 12 0
YTHAN WELLS:				
Corse - - P. 5	226 17 6	120	57	56 11 8
Ythan Wells - P. 5	117 0 0	140	66	64 17 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
ARGYLL.	£ s. d.			£ s. d.
ACHARACLE:				
Acharacle - P. 8	628 9 11	90	34	49 5 0
Eilanshona - P. 8	537 1 9	35	11	26 2 6
Kinlochmoidart P. 8	457 19 9	30	13	24 10 6
Glenbowrodale - Ch. 8	- - -	56	20	23 12 6
ARDCHATTAN & MUCKAIRN:				
Achaleven - P. 6	779 19 6	50	43	54 12 0
Barcaldine - P. 6	- - -	60	24	34 17 0
Glenetive - - P. 6	558 0 0	25	9	21 0 0
Kenmore - - P.	586 10 9	50		
Lochnell - - P. 6	783 3 4	85	45	54 5 0
Taynuilt - - P. 6	729 3 0	110	46	73 1 0
ARDNAMURCHAN:				
Glenfinnan - P. 8	550 7 7	30	12	25 1 0
Glenuig - - P. 8	554 0 6	45	31	28 12 11
Kilchoan - - P. 8	625 7 5	60	34	42 5 0
Kilmory - - P. 8	588 18 0	60	32	47 10 0
Achosnich - Ch. 8	- - -	68	30	30 1 0
Arisaig - - Ch. 8	- - -	76	18	19 16 0
Arisaig - - R. 8	- - -	115	66	73 9 0
Polnish - - Ch. 8	- - -	56	11	24 0 6
CAMPBELTOWN (BURGH):				
Grammar - P. 5	368 0 0	420	250	235 14 0
Millknowe - P. 5	541 10 0	400	448	392 0 0
Argyll Street, Female Industrial 5	- - -	121	104	89 8 0
Campbeltown, Female Industrial 5	- - -	138	119	103 11 6
Dalintober, Miss Campbell's Charity 5	- - -	239	230	235 17 0
St. Kieran's - R. 5	- - -	141	84	70 5 0
CAMPBELTOWN (LANDWARD):				
Auchencorvie - P. 5	137 0 0	50	38	56 9 0
Drumlemble - P. 5	60 0 0	136	102	96 9 0
Kilmichael - P. 5	- - -	72	38	51 14 0
Peninver - - P. 5	- - -	52	30	47 14 0
COLL:				
Acha - - - P. 8	- - -	93	28	43 6 0
Arnabost - - P. 8	- - -	49	12	24 15 0
COLONSAY AND OBONSAY:				
Colonsay - - P. 8	- - -	50	22	41 16 0
Kilchattan - P. 8	- - -	52	25	42 18 6
CRAIGNISH:				
Craignish - - P. 6	- - -	85	33	39 16 0
Barbreck, Female 6	- - -	41	28	40 16 0
CUMLODDEN:				
Cumlodden - P. 6	- - -	78	23	20 7 6
Furnace - - P. 6	687 10 0	110	71	74 18 0
DUNOON AND KILMUN:				
Ardentinny - P. 4	- - -	45	31	41 19 0
Dunoon - - P. 4	256 10 0	200	272	336 15 0
Innellan - - P. 4	233 10 0	129	85	91 0 0
Kilmun - - P. 4	283 0 0	160	83	97 12 6

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Argyll—*cont.*	£ s. d.			£ s. d.
DUNOON and KILMUN—*cont.*				
Kirn - - P. 4	- - -	148	121	140 5 0
Rashfield - - P. 4	121 0 0	50	52	65 19 0
Sandbank - P. 4	357 10 0	160	96	88 12 0
Toward - - P. 4	153 1 3	50	23	30 4 0
Dunoon - - F.C. 4	- - -	180	150	181 3 0
Dunoon, Female Industrial - F.C.	145 0 0			
St. Mun's - - R. 4	- - -	74	42	44 17 0
GIGHA AND CARA:				
Gigha - - P. 5	- - -	83	46	51 17 0
GLASSARY:				
Ford - - - P. 6	732 11 5	60	40	52 2 0
Glassary - - P. 6	860 0 0	100	72	87 15 0
Lochgair - - P. 6	802 10 0	60	32	48 19 0
Minard - - P. 6	- - -	112	59	65 9 0
GLENARAY AND INVERARY (BURGH):				
Bridge of Douglas P. 6	- - -	72	15	28 0 0
Inverary, Church Square - - P. 6	- - -	154	87	108 7 0
Newtown - - P. 6	- - -	105	53	52 16 0
Glenaray - - Ch. 6	- - -	48	14	27 19 0
Inverary, Creggan's, Female 6	- - -	48	18	36 0 0
GLENORCHY & INISHAIL:				
Blackmount District - - P. 6	- - -	26	9	23 11 6
Cladich - - P. 6	607 0 4	36	4	18 9 0
Dalmally - - P. 6	- - -	100	68	81 13 0
INVERCHAOLAIN:				
Inverchaolain - P. 4	- - -	49	21	30 16 0
South Hall - P. 4	- - -	42	24	40 3 0
JURA:				
Ardlussa - - P. 7	653 6 9	30	15	30 8 0
Belnahua - P. 7	- - -	41	11	25 13 0
Knockrome - P. 7	776 16 2	56	17	38 18 0
Small Isles - P. 7	- - -	56	33	42 14 0
New Brosdale - Ch. 7	- - -	38	23	34 16 0
KILBRANDON AND KILCHATTAN:				
Ardincaple - P. 7	- - -	40	30	47 16 0
Easdale - - P. 7	1,567 11 9	240	119	116 19 6
Luing - - P. 7	729 7 1	100	51	63 8 6
KILCALMONELL AND KILBERRY:				
Clachan - - P. 5	441 6 3	96	49	69 10 6
Dunmore - - P. 5	580 5 10	50	15	31 8 0
Kilberry - - P. 5	614 15 5	60	14	25 11 0
Whitehouse - P. 5	517 17 8	68	52	69 6 0
KILCHOMAN:				
Gortan - - P. 7	437 10 0	88	21	27 5 0
Kilchoman - P. 7	- - -	107	47	53 9 0
Port Charlotte - P. 7	- - -	123	84	75 16 0
Portnahaven - P. 7	1,086 0 2	180	112	104 2 0
Rockside - - P. 7	- - -	41	22	31 10 0
Portnahaven F.C. *c*	73 15 0			
KILCHRENAN & DALAVICH:				
Ardchonnel - P. 6	469 0 0	40	18	30 18 0
Dalavich - P. 6	537 15 0	40	7	22 3 6
Kilchrenan - P. 6	714 17 6	60	31	35 4 0
KILDALTON:				
Ardbeg - - P. 7	- - -	92	65	73 11 0
Glenegidale - P. 7	- - -	66	15	30 5 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Argyll—*cont.*	£ s. d.			£ s. d.
KILDALTON—*cont.*				
Kintour - - P. 7	665 0 0	40	15	32 8 6
Oa - - - P. 7	705 17 0	72	22	36 5 0
Port Ellen - P. 7	1,223 7 2	295	172	183 3 0
KILFINAN:				
Ardlamont - P. 5	- - -	23	18	35 4 0
Kilfinan - - P. 5	- - -	80	21	37 6 6
Millhouse - P. 5	825 0 6	136	99	116 0 6
Otter - - P. 5	- - -	37	15	32 6 6
Tighnabruaich P. 5	967 19 4	156	113	118 10 0
KILFINICHEN AND KILVICKEON:				
Bunessan - - P. 7	- - -	114	64	56 17 0
Creich - - P. 7	814 12 6	128	63	56 16 0
Iona - - - P. 7	- - -	79	57	74 1 6
Pennyghael - P. 7	883 0 0	60	26	32 13 0
Kinloch Scridan G.A. *c*	*75 0 0			
KILLABROW AND KILMENY:				
Bowmore - - P. 7	1,044 0 0	210	133	126 13 0
Bunahabhain - P. 7	- - -	59	17	27 6 4
Kilmeny - - P. 7	- - -	98	55	56 2 0
Mulindry - - P. 7	- - -	61	25	43 16 0
Newton of Kilmeny - - P. 7	1,268 1 9	160	63	71 18 6
Bowmore - - F.C.	87 10 0			
Kiels - - - F.C. 7	- - -	70	56	57 8 0
KILLEAN AND KILCHENZIE:				
Ballochintee - P. 5	272 19 11	70	18	35 6 0
Glenbarr - - P. 5	- - -	80	28	44 9 0
Kilchenzie - P. 5	586 12 1	63	29	54 4 6
Killean - - P. 5	52 7 6	72	48	66 11 0
Rhunahaorine - P. 5	- - -	78	44	55 12 0
KILMALLIE:				
Achnacarry - P. 3	- - -	24	8	42 9 0
Ardgour - - P. 7	644 15 6	60	26	42 15 0
Banavie - - P. 7	832 15 10	96	57	48 18 0
Barmacfoldach - P. 3	- - -	39	13	26 12 6
Duisky - - P. 7	507 1 4	40	27	39 3 0
Fort William - P. 3	1,659 12 11	378	171	143 2 6
Kinlocheil March P. 7	698 11 4	40	13	32 10 6
Oinich - - P. 3	719 10 2	70	16	24 19 0
Trislaig - - P. 7	504 15 0	40	13	27 17 0
Fort William - R. 3	- - -	78	60	57 2 0
KILMARTIN:				
Kilmartin - - P. 6	1,234 17 9	160	76	83 1 0
KILMODAN:				
Kilmodan - - P. 4	818 2 10	40	20	35 3 0
Stronaflan - P. 4	- - -	60	30	44 17 0
KILMORE & KILBRIDE:				
Kerrera - - P. 6	- - -	60	7	21 15 6
Kilmore - - P. 6	- - -	66	33	43 14 6
KILNINIAN & KILMORE:				
Dervaig - - P. 7	749 18 3	70	10	11 0 0
Fanmore - - P. 7	- - -	47	23	32 6 0
Tobermory, Argyll Street - P. 7	2,018 11 6	244	132	203 13 0
Ulva - - - P. 7	643 6 0	40	15	33 15 6
Dervaig, Female Industrial - Ch. 7	197 0 0	97	17	13 6 0
Morinish - Ch. 7	- - -	64	17	32 1 0
Tobermory, Girls Industrial - 7	133 0 0	107		

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Argyll—*cont.*	£ s. d.			£ s. d.
KILNINVER & KILMELFORD:				
Kilmelford - P. 6	- - -	58	27	42 2 6
Kilninver - P. 6	384 2 6	68	17	38 12 0
LISMORE AND APPIN:				
Balachulish - P. 7	1,144 0 0	150	87	89 19 0
Baligarve - P. 7	795 2 6	75	31	38 17 0
Baligrundle - P. 7	723 10 0	65	35	57 6 6
Duror - P. 7	726 5 0	60	15	26 14 0
Kingairloch - P. 7	- - -	17	10	23 16 0
Lettermore - P. 7	- - -	46	26	40 17 0
Strath of Appin P. 7	1,005 0 0	110	73	90 11 6
Appin - F.C. *c*	291 12 0			
Carnock, Glencoe, St. Mary - E. 7	- - -	81	51	52 17 6
Fasnacloich - E. 7	- - -	42	13	25 12 0
South Ballachulish, St. John's E. 7	- - -	170	85	77 1 0
LOCHGILPHEAD:				
Aird - - P. 6	496 12 6	50	29	47 17 6
Ardrishaig - P. 6	649 0 0	170	202	231 9 0
Lochgilphead - P. 6	1,062 10 0	356	240	278 0 0
Ardrishaig - E. 6	- - -	114	34	35 7 0
LOCHGOILHEAD AND KILMORICH:				
Kilmorich - P. 5	107 18 6	44	26	34 4 0
Lochgoilhead - P. 4	173 10 0	72	64	75 11 0
MORVEN:				
Bunavullin - P. 8	745 16 3	55	25	41 7 6
Claggan - P. 8	685 0 0	48	12	28 12 0
Kinloch - P. 8	755 0 0	60	16	32 5 0
Lochaline - P. 8	100 0 0	68	26	47 9 0
NORTH KNAPDALE:				
Ashfield - P. 6	538 10 0	35	12	29 4 0
Bellanoch - P. 6	- - -	90	77	102 0 0
Tayvallich - P. 6	815 17 11	100	37	62 14 0
OBAN (BURGH):				
High - P. 6	507 11 3	400	348	397 7 0
			25	8 0 0
Free Church	150 0 0			
Roman Catholic 6	- - -	110	40	32 5 0
St. John's - E. 6	- - -	292	148	115 10 0
SADDELL AND SKIPNESS:				
Carradale - P. 5	- - -	63	54	62 13 0
Saddell - P. 5	548 10 0	48	28	42 14 0
Skipness - P. 5	- - -	54	38	62 9 0
Sperasaig - P. 5	545 9 6	30	13	23 3 0
SALEN:				
Salen - P. 7	767 16 6	120	58	113 11 0
SMALL ISLES. *See* Inverness-shire.				
SOUTHEND:				
Glenbreckrie - P. 5	- - -	45	39	61 4 6
Southend - P. 5	- - -	161	81	99 16 6
SOUTH KNAPDALE:				
Auchoish - P. 6	497 9 1	27		
Inverneil - P. 6	533 14 9	34	23	38 13 0
Ormsary - P. 6	- - -	69		
STRALACHLAN AND STRACHUR:				
Poll - - P. 5	200 0 0	72	31	55 4 6
Strachur - P. 5	490 2 0	80	60	53 11 0
Stralachlan - P. 5	198 4 0	76	46	63 12 0
STRONTIAN:				
Strontian P. 7	534 0 0	138	75	113 14 6

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Argyll—*cont.*	£ s. d.			£ s. d.
TARBERT:				
Tarbert - - P. 6	1,157 18 5	624	338	397 3 0
TOROSAY:				
Crogan - - P. 7	563 9 9	30	8	18 14 0
Kinlochspelvie P. 7	585 7 10	50	34	53 3 0
Lochdonhead - P. 7	685 10 0	90	23	37 14 0
TYREE:				
Balimartin - P. 8	- - -	64	30	44 16 0
Cornaigmore - P. 8	707 5 9	130	78	78 16 0
Hillipol - - P. 8	577 10 3	120	30	19 4 0
Ruaig - - P. 8	753 14 9	105	60	64 11 0
Scarnish - - P. 8	688 9 2	70	53	59 17 0
AYR.				
ALLOWAY:				
Alloway - - P. 8	184 3 9	160	117	92 8 0
ARDROSSAN:				
Ardrossan, No. 1 P. 4	*150 0 0	138	137	119 17 6
Ardrossan, No. 2 P. 4	566 2 6	500	354	341 12 0
Ardrossan, No. 3 P. *a*	108 0 0			
Saltcoats, No. 2 P. 4	568 2 6	500	532	463 9 0
Saltcoats - - R. 2	- - -	161	166	128 3 0
AUCHINLECK:				
Auchinleck - P. 11	241 16 3	318	237	207 7 6
Glenmuir - P. 11	114 16 3	110	17	28 1 6
Auchinleck, Female - - Ch. 11	- - -	71	66	38 12 0
Cronberry, Eglinton Iron Company's - 11	- - -	210	172	149 11 6
			13	4 15 6
Darnconnor - Ch. 11	- - -	298	257	224 17 6
			22	8 0 6
Lugar Iron Works - - Ch. 11	577 0 0	233	234	212 9 0
			8	2 7 6
Cumnock - - R. 6	- - -	275	194	172 17 6
AYR (BURGH):				
Grammar - - P. 3	- - -	403	360	357 15 10
Lady J. Hamilton's - - P. 3	384 13 1	350	105	93 3 6
Newtonhead - P. 3	486 5 0	784	480	480 0 0
Newton-on-Ayr, Academy - P. 3	252 3 8	400	422	368 12 6
Smith's Institution - - P. 3	125 5 6	559	479	389 15 0
Wallacetown - P. 3	486 5 0	500	483	375 10 0
Ayr - - - E. 7	- - -	418	272	258 9 0
Ayr Reformatory	158 15 0			
Ayr - - - R. 6	- - -	200	185	157 10 0
Newton-on-Ayr F.C.	180 0 0			
BALLANTRAE:				
Auchenflower - P. 4	138 6 3	60	20	31 14 0
Ballachdowan - P. 4	117 11 10	46	22	35 12 0
Ballantrae - P. 4	154 10 0	219	140	116 4 0
Glenapp - - P. 4	- - -	42	15	27 3 0
BARR:				
Barr - - - P. 4	- - -	166	61	58 5 0
Clashgulloch - P. 4	- - -	42	10	24 8 0
BEITH:				
Academy - - P. 2	462 11 6	400	423	385 7 11
Greenhills - P. 2	125 17 6	90	115	126 14 0
New Street - P. 2	45 10 7	355	191	128 5 0
Beith - - F.C. *c*	132 0 0			
Beith, Industrial Ch. 2	- - -	160	112	91 12 6
Gateside - - 2	- - -	101	98	81 15 0

a School sold.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Ayr—*cont.*	£ s. d.			£ s. d.
COLMONELL:				
Barhill - - P. 6	80 0 0	200	110	89 12 0
Colmonell - P. 6	- - -	137	92	69 11 0
Corwar - - P. 6	132 3 10	60	29	41 14 6
Lendalfoot - P. 6	120 0 0	48	27	36 7 6
Pinwhiry - - P. 6	100 13 8	69	54	49 9 0
COYLTON:				
Coylton - - P. 2	- - -	293	265	219 14 0
Littlemill - P. 2	- - -	215	132	107 9 0
CRAIGIE:				
Craigie - - P. 6	- - -	146	83	35 17 0
CROSSHILL:				
Crosshill - - P. 2	331 11 3	270	178	170 0 0
Kilkerran, Hill Side - - P. 2	- - -	89	52	41 10 0
DAILLY:				
Dailly - - P. 4	65 0 0	237	157	146 17 6
Kilgrammie - P. 4	- - -	109	45	26 16 0
Old Dailly - P. 4	88 16 3	75	39	46 9 6
Wallacetown Works - - 12	- - -	90	81	61 8 0
DALMELLINGTON:				
Dalmellington - P. 7	383 6 6	300	158	152 11 0
Iron Works, Benwhat - 7	- - -	203	152	137 7 0
Iron Works, Craigmark - 7	- - -	222	176	150 4 0
Iron Works, Lethan Hill - 7	- - -	405	311	272 2 6
Iron Works, Waterside - 7	- - -	558	243	223 10 6
DALRY:				
Blairmains P. 4	- - -	100	47	39 7 0
Burnside - - P. 4	- - -	140	79	64 17 0
Townend - - P. 4	342 8 9	360	219	191 12 6
West End - P. 4	383 11 6	625	406	420 17 0
Female Industrial 4	- - -	192	146	127 15 0
Kersland Barony Ch. 4	138 0 0	281	163	141 5 0
DALRYMPLE:				
Dalrymple - P. 3	245 9 4	150	152	135 10 0
Dalmellington Iron Works, Kerse - - 7	- - -	165	123	107 9 0
DREGHORN:				
Crossroads - P. 12	159 5 0	100	35	33 8 6
Dreghorn - P. 12	234 5 0	300	235	249 7 6
Springside - P. 12	425 8 1	300	253	355 3 11
DUNDONALD:				
Drybridge - P. 2	205 0 0	80	39	31 5 0
Dundonald - P. 2	- - -	139	108	96 8 0
Fullarton - - P. 2	- - -	180	130	102 18 0
Loans - - P. 2	- - -	60	42	31 7 0
Troon Portland P. 2	341 10 0	454	297	267 10 6
Troon, Academy Ch. *c*	167 10 0			
DUNLOP:				
Dunlop - - P. 2	355 16 3	221	147	129 12 0
FENWICK:				
Fenwick - - P. 1	229 15 0	120	81	71 4 0
Hairshaw - P. 1	- - -	65	41	37 5 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Ayr—*cont.*	£ s. d.			£ s. d.
GALSTON:				
Allanton - - P. 12	- - -	53	27	41 1 0
Barr - - - P. 12	288 17 6	368	282	206 9 3
			101	36 16 6
Galston - - P. 12	268 15 0	337	324	253 17 0
St. Sophia - R. 12	- - -	122	58	64 13 4
GIRVAN (TOWN):				
Girvan - - P. 1	791 15 1	550	399	581 17 6
Sacred Heart - R. 1	- - -	181	69	50 17 6
GIRVAN (LANDWARD):				
Assel - - - P. 5	128 0 0	45	34	42 9 0
Doune - - P. 5	118 0 0	100	73	51 2 0
Girvan - - P. 5	- - -	233	231	227 2 6
IRVINE (BURGH):				
Bank Street - P. 12	598 18 9	500	405	340 9 0
Fullarton - - P. 12	- - -	206	199	170 11 0
Fullarton, Loudon Street - P. 12	156 3 4	378	309	260 1 0
Industrial - P. 12	310 0 0	294	270	239 13 0
Roman Catholic 6	- - -	328	131	110 9 0
IRVINE (LANDWARD):				
Annick Lodge - P. 6	- - -	213	118	111 5 0
KILBIRNIE:				
Bridgend - - P. 3	268 0 0	211	189	165 7 6
Glengarnock - P. 3	506 5 0	400	230	213 10 1
Ladyland - - P. 3	120 0 0	312	222	228 5 4
Kilbirnie, Female Industrial - 3	115 1 3	116	79	46 6 0
KILMARNOCK (BURGH):				
Academy - - P. 11	696 10 0	840	566	723 6 1
			97	41 15 6
Dundonald Road, Grammar - P. 11	- - -	396	393	373 7 0
			80	33 0 0
Glencairn - - P. 11	418 11 10	400	443	387 12 6
High Street - P. 11	402 13 9	517	329	284 0 0
West Netherton P. 11	- - -	399	370	322 13 0
			53	18 8 0
Bentinck Street, Kay's Endowed 11	- - -	248	255	223 2 6
Industrial, High - F.C. 11	- - -	411	307	266 11 0
Roman Catholic 11	- - -	528	358	312 7 6
Town Head District	140 13 4			
Wellington Street, Kay's Endowed 11	- - -	248	245	226 5 1
KILMARNOCK (LANDWARD):				
Crooked Holm - P. 6	347 2 6	200	190	168 10 0
Grougar - - P. 6	164 0 0	100	28	39 3 0
Rowallan - - P. 6	167 15 0	100	104	109 8 4
KILMAURS:				
Crossbouse - P. 2	625 13 9	450	302	239 7 8
			30	11 15 0
Kilmaurs - P. 2	329 12 6	290	245	190 8 0
KILWINNING:				
Auchentiber - P. 4	201 10 0	110	64	61 9 0
Fergushill - P. 4	- - -	237	193	107 12 6
Kilwinning - P. 4	939 10 0	700	516	494 1 0
Eglinton Iron Works - - 4	637 0 0	348	312	294 15 0
KIRKMICHAEL:				
Kirkmichael - P. 2	202 2 10	148	75	65 19 6
KIRKOSWALD:				
Kirkoswald - P. 6	61 15 0	162	103	83 16 0
Townhead - P. 6	166 16 3	80	74	61 5 0

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Ayr—cont.	£ s. d.			£ s. d.
LARGS:				
Brisbane Academy - P. 5	742 9 8	588	345	297 4 4
Fairlie - - Ch. 5	- - -	68	63	55 3 8
Largs Female Industrial 5	103 2 6	103	94	78 12 0
LOUDOUN:				
Darvel - - P. 6	374 4 0	250	176	163 18 0
Newmilns - P. 6	454 2 10	300	388	339 10 0
Newmilns, Lady Flora's - - 6	- - -	230	148	152 8 0
MAUCHLINE:				
Crosshands - P. 5	- - -	83	60	71 3 0
Mauchline - P. 5	- - -	200	177	165 17 0
New Educational Institute - 5	- - -	211	181	166 4 6
MAYBOLE and MAYBOLE WEST CHURCH:				
Fisherton - - P. 2	207 10 0	129	102	81 7 0
Maybole - - P. 12	751 8 9	972	809	818 10 6
Minishant - P. 6	155 0 0	90	76	66 8 0
St. Cuthbert - R. 6	- - -	108	47	40 14 0
MONKTON AND PRESTWICK:				
Monkton - - P. 1	84 0 0	160	76	56 11 0
Prestwick - - P. 1	- - -	304	169	116 7 0
MUIRKIRK				
Glenbuck - - P. 7	- - -	212	177	150 10 0
			44	19 13 6
Muirkirk - - P. 7	- - -	262	236	248 1 0
Wellwood Works P. 7	- - -	99	16	29 1 0
Muirkirk Iron Works - - 7	- - -	406	283	247 12 6
St. Thomas' - R. 7	- - -	190	55	49 14 0
NEW CUMNOCK:				
Bank - - - P. 2	269 7 6	160	178	134 15 0
Dalleagles - P. 2	- - -	150	67	42 17 0
New Cumnock - P. 2	627 3 1	450	390	341 5 0
New Cumnock - R. 6	- - -	96	28	24 7 0
OCHILTREE:				
Ochiltree - - P. 2	- - -	177	113	112 1 6
Sinclairston - P. 2	- - -	133	85	86 12 0
Ochiltree - - F.C. *c*	100 0 0			
OLD CUMNOCK:				
Garallan - - P. 1	130 10 0	155	141	106 5 0
Old Cumnock - P. 1	676 10 0	891	630	588 2 0
RICCARTON:				
Crossroads (Galston) - - P. 7	- - -	76	69	64 5 6
Hurlford - - P. 7	497 3 6	499	357	270 7 3
Riccarton - - P. 7	- - -	162	118	100 17 0
Barleith - - 7	- - -	300	176	152 11 0
Caprington, Juvenile - - 7	- - -	100	94	81 10 0
Hurlford, St. Paul's - - R. 7	- - -	248	107	93 12 6
ST. QUIVOX (LANDWARD) and NEWTON-ON-AYR (LANDWARD):				
St. Quivox - P. 1	- - -	94	66	59 7 9
Whitletts - - P. 1	71 0 0	164	106	90 14 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Ayr—cont.	£ s. d.			£ s. d.
SKELMORLIE:				
Skelmorlie - P. 5	202 0 0	245	109	99 1 0
Meigle - - Ch. 5	- - -	45	24	24 17 0
SORN:				
Auchincloigh - P. 6	- - -	55	27	26 3 0
Catrine - - P. 6	750 0 0	311	207	171 0 0
Catrine Woodside P. 6	- - -	207	156	148 8 0
			49	17 11 0
Sorn - - - P. 6	80 11 10	206	124	116 10 0
STAIR:				
Stair - - - P. 7	- - -	150	111	82 0 0
STEVENSTON:				
Kyle's Hill - P. 3	*150 0 0	289	176	148 8 0
Stevenston - P. 3	750 0 0	750	475	423 0 6
Saltcoats Academy - F.C. *c*	363 4 0			
STEWARTON:				
Kingsford - P. 6	- - -	93	49	45 5 0
Stewarton - P. 6	584 12 8	430	455	636 8 5
Stewarton - F.C.	158 0 0			
STRAITON:				
Patna - - P. 11	196 0 0	180	108	99 5 0
Straiton - - P. 2	175 0 0	98	58	58 2 0
SYMINGTON:				
Symington - P. 4	149 5 0	132	93	94 13 0
TARBOLTON:				
Annbank, Ayr Colliery - P. 7	- - -	476	370	328 19 0
			45	16 7 6
Tarbolton - - P. 7	304 5 0	324	217	192 17 6
WEST KILBRIDE:				
West Kilbride - P. 5	253 10 0	318	278	243 5 0
Female Industrial - - *c*	213 6 0			
BANFF.				
ABERLOUR:				
Aberlour - - P. 4	40 5 7	233	146	153 10 0
Edenvillie - P. 4	205 0 0	130	66	59 8 0
Charlestown - E. 4	- - -	138	107	93 16 5
Craigellachie, Female - Ch. 4	- - -	86	46	33 15 0
ALVAH:				
Alvah - - P. 2	- - -	100	59	61 17 6
Dunlugais, Female - - P. 2	- - -	48	27	33 12 6
Linhead, Female 2	- - -	90	58	54 6 0
BANFF (BURGH):				
Banff - - - P. 5	*100 0 0	803	505	474 1 2
	171 1 6			
St. Andrew's - E. 5	- - -	90	77	66 4 2
BANFF (LANDWARD) and ORD:				
Headrooms - P. 4	180 12 6	100	45	48 2 6
Hilton - - P. 4	100 0 0	140	61	55 1 0
BELLIE (*see* ELGINSHIRE).				
BOHARM (*see* ELGINSHIRE).				
BOTRIPHNIE:				
Botriphnie - P. 2	158 9 4	127	56	54 19 0

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Banff—*cont.*	£ s. d.			£ s. d.
BOYNDIE:				
Blairmand - P. 2	- - -	39	37	32 7 6
Boyndie - - P. 2	93 0 0	102	79	76 11 0
Whitehills - P. 2	258 0 0	190	184	161 0 0
CABRACH (*see* ABERDEENSHIRE).				
CULLEN:				
Cullen - - P. 11	364 16 5	480	318	375 18 9
Seatown - - G.A. *c*	31 17 3			
DESKFORD:				
Deskford - - P. 3	161 18 4	162	106	96 5 0
ENZIE:				
Enzie - - P. 3	317 0 0	170	129	114 0 6
Port Gordon - P. 3	- - -	236	191	167 9 0
FORDYCE:				
Bogmuchals - P. 3	- - -	49	32	43 12 0
Brodiesord - P. 3	83 17 0	70	36	35 6 0
Fordyce - - P. 3	- - -	300	136	129 12 0
Fordyce, Female P. *c*	69 0 0			
Portsoy - - P. 11	612 17 6	557	401	545 17 9
Sandend - - P. 3	- - -	64	63	52 3 0
Portsoy, Female, Industrial - 11	107 0 0	68	57	42 11 0
FORGLEN:				
Forglen, Boys - P. 2	216 5 10	120	65	52 3 6
Forglen, Girls - P. 2	30 0 0	85	56	46 0 0
GAMRIE:				
Bracoden - - P. 5	518 12 11	400	231	186 4 0
Clenterty - - P. 5	264 0 0	150	100	91 4 0
Longmanhill - P. 5	- - -	164	46	43 2 0
Macduff - - P. 2	796 16 0	700	588	563 17 0
Macduff, Murray's Institution 2	- - -	100	80	60 11 0
GLASS (*see* ABERDEENSHIRE).				
GLENRINNES:				
Glenrinnes - P. 4	- - -	120	46	54 11 0
GRANGE:				
Crossroads - P. 1	215 15 0	120	83	73 12 2
Grange - - P. 1	- - -	113	62	54 7 0
Sillyearn - - P. 4	215 15 0	120	68	62 11 0
INVERAVON:				
Glenlivat - - P. 4	- - -	104	18	15 17 0
Inveravon - P. 4	46 7 11	161	74	72 3 0
Morinish - - P. 4	137 10 0	60	50	56 0 0
Achnarrow, Female Ch. 4	- - -	41	9	23 5 6
Ballindalloch Lady McPherson Grant's - 4	- - -	74	33	38 11 6
Chapeltown (Glenlivat) - R. 4	- - -	195	59	61 12 6
Croftness, Female Ch. 4	- - -	69	40	50 18 0
Tombae, St. Mary R. 4	- - -	144	27	22 15 0
INVERKEITHNY:				
Easterfield - P. 2	161 11 6	100	54	46 9 0
Kirktown - P. 2	- - -	135	77	68 0 6
KEITH:				
Auchanachie - P. 3	122 0 0	50	26	40 7 0
Fife-Keith, Infants - - P. 1	55 5 0	86	62	46 7 0
Keith Combined P. 1	125 0 0	722	546	575 16 6
New Mill - - P. 2	166 17 6	135	122	106 15 0
Tarry Croys - P. 3	86 5 0	80	46	41 14 4
The Glen - - P. 4	76 11 3	80	38	33 5 0
Keith - - R. 1	-	148	115	83 7 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Banff—*cont.*	£ s. d.			£ s. d.
KIRKMICHAEL:				
Kirkmichael - P. 4	- - -	75	13	34 14 0
Tomintoul - P. 4	- - -	141	48	45 13 0
Tomintoul - R. 4	- - -	113	71	61 6 6
MARNOCH:				
Aberchirder - P. 8	632 2 6	400	163	123 7 6
Blacklaw - P. 2	77 15 0	78	75	67 15 6
Culvie - - P. 8	- - -	72	63	55 2 6
Marnoch - - P. 8	190 0 0	120	103	94 0 6
Netherdale - P. 2	142 0 0	60	44	39 3 0
Aberchirder - E. 8	- - -	86	76	66 10 0
MORTLACH:				
Auchindown - P. 4	138 6 8	60	33	33 17 6
Kininvie - - P. 4	- - -	41	31	28 3 6
Mortlach - - P. 4	269 5 0	200	101	109 18 0
Mortlach, Female - - P. 4	297 12 0	119	85	81 7 0
Mortlach, Infant - - P. 4	- - -	87	72	57 10 0
Dufftown - - R. 4	- - -	154	42	33 16 0
ORDIQUHILL:				
Ordiquhill - P. 3	37 10 0	120	67	70 2 6
Park, Girls - Ch. 3	- - -	74	50	48 2 0
RATHVEN (and BUCKIE):				
Arradoul, Female - - P. 3	171 0 0	71	42	36 15 0
Buckie - - P. 12	871 18 11	600	497	426 2 6
Findochty, Infant P. 12	185 0 0	100	62	46 5 0
Portnockie - P. 12	308 0 5	250	204	169 9 0
Rathven - - P. 12	372 12 6	300	303	287 1 6
Shielburn - P. 3	- - -	60	48	55 0 0
Buckie, Lady Cathcart's Industl. E. 12	- - -	120	119	102 16 6
Buckie - - R. 12	- - -	292	279	231 11 6
ROTHIEMAY:				
Mannoch Hill - P. 4	- - -	78	40	33 5 0
Rothiemay - P. 4	- - -	200	97	97 7 6
Terneemy - P. 4	162 10 0	80	90	78 15 0
ST. FERGUS:				
Central, Female P. 1	175 15 0	60	53	38 12 6
„ Male - P. 1		90	56	33 6 8
Northern - - P. 1	164 10 7	85	76	73 12 0
BERWICK.				
ABBEY ST. BATHAN'S:				
Abbey, St. Bathan's - - P. 5	- - -	72	43	43 4 6
AYTON:				
Ayton - - P. 6	123 13 4	300	168	147 5 0
Burnmouth - P. 6	188 0 0	107	107	97 8 6
BUNKLE AND PRESTON:				
Bunkle and Preston - P. 4	- - -	100	48	49 18 0
Preston - - 4	- - -	49	34	31 7 0

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Berwick—*cont.*	£ s. d.			£ s. d.
CHANNELKIRK:				
Channelkirk - P. 3	110 5 0	154	71	62 0 6
CHIRNSIDE:				
Chirnside - P. 6	90 0 0	170	168	152 13 0
Ninewells - 6	- - -	49	44	29 4 0
COCKBURNSPATH:				
Cockburnspath P. 6	- - -	184	124	108 17 0
COLDINGHAM:				
Auchinorow - P. 4	175 0 0	104	51	51 0 6
Coldingham - P. 6	141 5 0	190	128	109 7 0
Moor - - P. 4	- - -	32	13	26 2 6
Renton - - P. 4	115 0 0	103	78	56 7 3
Reston - - P. 4	68 0 0	120	109	91 5 0
Shore - - P. 6	- - -	89	94	79 19 0
COLDSTREAM:				
Coldstream - P. 6	225 17 6	376	294	232 10 0
Hirsel Law - P. 4	185 6 3	110	58	51 8 0
CRANSHAWS:				
Cranshaws - P. 5	- - -	55	37	45 19 6
DUNSE:				
Dunse - - P. 6	- - -	635	279	280 15 6
Millburn - - P. 4	175 12 6	95	39	31 16 0
EARLSTON:				
Earlston - - P. 6	405 2 6	323	189	184 13 6
Millerston - 6	- - -	52	27	23 7 6
ECCLES:				
Birgham - - P. 2	- - -	88	50	41 5 0
Eccles - - P. 2	82 17 0	111	43	34 2 6
Leitholm - - P. 2	- - -	119	98	77 19 0
EDROM:				
Allanton - - P. 4	- - -	117	31	28 14 6
Edrom - - P. 4	- - -	172	71	67 8 6
Sinclair's Hill - P. 4	- - -	101	48	38 15 0
Allanton, Female 4	- - -	65	20	17 2 0
EYEMOUTH:				
Eyemouth - P. 6	708 15 0	530	511	447 2 6
Eyemouth - F.C. *c*	225 0 0			
FOGO:				
Fogo - - - P. 4	- - -	123	52	47 19 0
FOULDEN:				
Foulden - - P. 4	- - -	72	47	40 5 6
GORDON:				
Gordon - - P. 1	- - -	130	126	97 6 0
GREENLAW:				
Greenlaw - - P. 6	203 10 0	270	165	132 6 6
Greenlaw - - F.C.	245 10 0			
HUME AND STITCHELL:				
Hume - - P. 2	- - -	80	66	64 6 0
Stitchell - - P. 2	- - -	113	41	40 0 6
HUTTON:				
Hutton - - P. 4	- - -	122	77	75 11 6
Paxton, Girls and Infants - 4	- - -	46	24	19 18 0
Paxton Village - 4	147 10 0	95	44	42 12 0
LADYKIRK:				
Ladykirk - - P. 4	40 0 0	110	60	59 0 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Berwick—*cont.*	£ s. d.			£ s. d.
LANGTON:				
Langton - - P. 4	103 15 0	120	78	80 13 0
LAUDER:				
Lauder - - P. 6	238 15 0	437	216	226 16 9
Cleikhimin - 3	- - -	64	38	43 11 9
LEGERWOOD:				
Legerwood - P. 3	- - -	103	65	56 4 6
LONGFORMACUS:				
Longformacus - P. 5	- - -	66	33	46 2 6
MERTOWN:				
Mertown - - P. 1	- - -	159	59	63 14 6
MORDINGTON:				
Mordington - P. 4	96 5 11	57	36	41 14 0
NENTHORN:				
Nenthorn - - P. 2	- - -	106	49	47 5 6
POLWARTH:				
Polwarth - - P. 4	- - -	55	34	33 3 0
SWINTON:				
Swinton - - P. 4	316 15 0	200	141	120 10 0
WESTRUTHER:				
Westruther - P. 3	94 10 0	123	66	59 10 0
WHITSOME:				
Whitsome - P. 4	- - -	151	91	80 15 6
BUTE.				
CUMBRAE:				
Cumbrae - - P. 5	401 18 1	300	199	190 16 0
KILBRIDE:				
Lamlash - - P. 5	- - -	100	77	77 3 6
Whitingbay - P. 5	- - -	105	51	52 0 0
Brodick, Duke of Hamilton's 5	- - -	99	66	62 9 0
Corrie, Duke of Hamilton's - 5	- - -	66	26	37 18 0
KILMORY:				
Kilmory - - P. 5	103 10 0	92	49	53 19 0
Little Mill - P. 5	- - -	92	33	42 15 0
Lochranza - P. 5	- - -	100	43	50 6 9
Penrioch - - P. 5	- - -	41	14	28 14 0
Shiskine - - P. 5	- - -	98	52	57 18 0
Sliddery - - P. 5	- - -	64	25	36 5 6
Dougarie, Duke of Hamilton's 5	- - -	52	24	38 13 0
KINGARTH:				
Birgidale - - P. 4	119 0 0	50	30	40 19 0
Kerrycroy - P. 4	- - -	88	30	34 17 0
Kingarth - - P. 4	113 10 0	107	80	73 16 0
NORTH BUTE AND ROTHESAY (LANDWARD):				
Ballianlay - P. 4	148 15 0	74	29	33 8 0
Kildavannan - P. 4	- - -	45	15	24 0 0
North Bute - P. 4	125 5 0	144	83	73 19 0
ROTHESAY (BURGH):				
Academy and Thomson's Institute - P. 4	- - -	718	251	243 17 6
Rothesay - - P. 4	506 17 0	769	520	532 1 0
Rothesay (late G.A.) - - P.	118 0 0			
St. Andrew's - R. 4	- - -	138	93	85 14 0

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
CAITHNESS.	£ s. d.			£ s. d.
BOWER:				
Barrock - - P. 4	102 2 6	98	64	65 14 7
Bower - - P. 4	129 18 9	125	64	72 7 3
Stanstill - - P. 4	65 12 6	91	27	37 3 6
Stemster - - P. 4	187 0 0	120	56	63 14 0
CANISBAY:				
Canisbay - - P. 4	- - -	142	76	78 11 0
Freswick - - P. 4	152 2 6	90	41	40 18 6
John o'Groats - P. 4	- - -	74	64	62 6 0
Mey - - - P. 4	164 0 0	105	54	52 2 0
Stroma - - Ch. 4	- - -	92	61	64 11 0
DUNNET:				
Cross Roads - P. 4	- - -	185	86	94 2 0
Dunnet Brough P. 4	- - -	100	51	46 3 6
Greenland - P. 4	- - -	68	33	42 7 0
HALKIRK:				
Calder - - P. 1	120 0 0	120	33	39 17 6
Halkirk - - P. 1	154 15 0	140	83	71 18 6
Harpsdale - P. 1	- - -	62	23	26 12 0
Leurery - - P. 1	99 15 0	100	60	65 9 0
Spittal - - P. 1	99 15 0	100	56	51 10 0
Westerdale - P. 1	- - -	60	35	41 6 0
KEISS:				
Aukengill - - P. 6	160 12 6	80	54	57 0 0
Keiss - - P. 6	192 10 0	160	117	122 6 0
LATHERON:				
Achavanich - P. 3	125 0 0	60	14	26 8 0
Borgue - - P. 3	221 0 0	150	34	40 0 0
Braemore - - P. 3	- - -	65	11	26 4 6
Bruan - - P. 3	215 0 0	150	62	67 14 0
Dunbeath - P. 3	230 0 0	160	63	56 11 6
Houstry - - P. 3	- - -	51	22	25 10 0
Latheron - - P. 3	157 16 0	160	14	7 1 0
Lybster - - P. 3	368 0 0	350	163	142 12 6
Newlands of Clyth - - P. 3	215 0 0	150	78	76 16 0
Swiney - - P. 3	177 10 0	110	74	70 18 0
Wheel - - P. 3	185 0 0	120	47	50 9 6
Dunbeath, Female 3	- - -	43	41	45 7 6
OLBIG:				
Castletown - P. 6	200 13 4	200	104	112 6 0
Murkle - - P. 6	129 11 0	116	98	131 5 0
Tain District - P. 6	- - -	60	27	30 4 0
Olrig, Female - 6	- - -	172	77	61 4 0
REAY:				
Brubster - - P. 4	65 12 6	50	17	27 3 0
Dalhalvaig - P. 4	94 6 3	60	25	45 3 6
Doumreay - P. 4	183 17 6	100	38	40 9 0
Melvich - - P. 4	- - -	150	53	44 0 0
Reay - - - P. 4	- - -	143	60	58 16 0
THURSO:				
Forss - - P. 4	66 0 0	52	37	43 12 6
Janetstown Dist. P. 4	75 0 0	128	42	46 9 0
Thurso, Castle Street - - P. 2	- - -	140	97	89 14 6
Thurso, Rose St. P. 2	- - -	318	199	174 2 6
Weydale District P. 4	105 0 0	96	29	32 11 6
Thurso - - F.C. 2	260 0 0	190	171	208 11 2
Thurso, Miller Institution - - 2	- - -	270	110	114 0 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Caithness—*cont.*	£ s. d.			£ s. d.
WATTEN:				
Gersa - - P. 4	148 10 0	70	40	51 5 0
Lanergill - - P. 4	184 0 0	110	55	58 1 0
West Watten - P. 4	262 0 0	153	82	86 3 0
WICK (BURGH):				
Pulteney Town Academy - P. 2	*400 0 0 201 7 0	489	375	340 5 6
Wick, North - P. 2	332 5 6	300	255	222 9 6
Wick, South - P. 2	284 2 6	280	259	224 6 6
WICK (LANDWARD):				
Bilbster - - P. 3	173 5 7	80	40	54 10 0
Killimster - P. 3	243 10 0	160	82	82 14 0
Staxigoe - - P. 3	127 5 0	120	67	61 15 6
Tannach - - P. 3	176 17 6	80	47	35 6 0
Thrumster - P. 3	272 11 3	200	61	63 19 6
West Banks - P. 2	416 0 0	350	217	202 1 9
Whaligoe - - P. 3	180 10 0	80	44	41 10 0
Wick - - P. 2	- - -	110	90	101 4 0
CLACKMANNAN.				
ALLOA (TOWN):				
Alloa Burgh - P. 7	560 17 6	500	332	465 10 0
Ludgate - P. 7	401 0 0	423	288	275 7 0
Alloa - - E. 7	- - -	279	267	233 12 6
S. Mungo's - E. 6	- - -	180	71	64 3 6
ALLOA (LANDWARD):				
Alloa Colliery - P. 7	- - -	281	281	239 12 0
Tullibody - - P. 7	56 5 0	205	169	147 17 6
CLACKMANNAN:				
Clackmannan - P. 7	276 15 0	350	230	195 18 0
Zetland (or Pottery) - - P. *a*	140 0 0			
Forestmill - P. 7	156 17 6	94	29	32 15 0
Kennet - - P. 7	- - -	125	74	57 4 0
Sauchie - - P. 7	450 0 0	350	221	193 7 6
Clackmannan, Female - - 7	- - -	81	81	65 7 0
DOLLAR:				
Institution, Lower and Infant - - 7	- - -	508	254	229 19 0
Institution, Sheardale - 7	- - -	86	18	23 19 0
LOGIE (*see* PERTHSHIRE).				
TILLICOULTRY:				
Coalsnaughton - P. 7	- - -	293	220	211 5 0
Tillicoultry - P. 7	752 11 8	600	622 73	568 19 2 20 14 6
DUMBARTON.				
ARROCHAR:				
Ardlui - - P. 7	- - -	35	11	25 17 6
Arrochar - - P. 7	- - -	98	27	33 15 0

a School sold.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Dumbarton—*cont.*	£ s. d.			£ s. d.
BONHILL:				
Alexandria, Main Street - - P. 6	514 0 0	613	645	617 0 0
Alexandria, North P. 6	- - -	530	245	232 18 6
Bonhill - - P. 6	465 6 3	466	282	286 17 0
South Jamestown - - P. 6	- - -	474	306	333 12 0
Alexandria - F.C.	120 0 0			
Alexandria - R. 10	- - -	183	144	98 7 0
" - " 7	- - -	—	219	145 14 4
CARDROSS:				
Cardross - - P. 7	146 0 0	210	140	151 13 0
Renton - - P. 6	340 0 0	662	510	477 0 6
CUMBERNAULD:				
Cumbernauld - P. 4	409 11 3	350	189	196 0 6
Southern District P. 4	- - -	52	38	17 6 6
South Muirhead, Arns - - P. 7	- - -	50	27	40 10 6
Drumglass - Ch. 3	- - -	195	183	185 4 6
DUMBARTON (Burgh):				
Academy - - P. 5	- - -	688	554	531 0 0
College Street - P. 5	- - -	549	448	408 3 0
			61	24 6 6
Knoxland - - P. 5	- - -	299	281	280 1 0
West Bridgend P. 5	532 0 0	530	326	373 6 0
Dumbarton - E. 3	- - -	361	190	174 1 0
Dumbarton - F.C. *c*	112 0 0			
Dumbarton - R. 10	- - -	361	381	299 9 10
KILMARONOCK:				
Ardoch Bridge - P. 7	155 0 0	80	20	19 18 0
Kilmaronock - P. 7	- - -	82	41	37 5 0
KIRKINTILLOCH (Town):				
Lairdsland - P. 11	650 13 9	500	401	347 16 0
			61	23 6 6
Oswald - - P. 11	650 0 0	408	477	458 14 0
			117	50 18 0
Roman Catholic 11	- - -	196	146	120 0 0
KIRKINTILLOCH (Landward):				
Condorrat P. 4	291 16 3	229	127	112 11 0
Gartconner P. 4	321 1 3	250	119	116 13 6
Waterside	87 5 0			
LUSS:				
Luss - - - P. 7	- - -	92	46	46 12 0
Muirland - - Ch. 7	- - -	75	23	35 1 0
NEW OR EAST KILPATRICK:				
Blairdardie - P. 5	- - -	54	48	37 16 0
Craigton - - P. 5	- - -	48	43	42 3 0
Garscadden - P. 5	- - -	196	149	150 15 6
Milngavie - - P. 2	467 2 6	400	337	487 15 1
Netherton - P. 5	- - -	155	129	119 14 0
New Kilpatrick P. 5	- - -	220	233	286 17 0
Milngavie - - R. 2	- - -	102	88	73 6 3
			37	14 10 6
OLD OR WEST KILPATRICK:				
Bowling - - P. 6	129 7 6	130	127	119 1 6
Clydebank - P. 5	572 0 0	400	410	378 0 4
			22	6 18 0
Dalmuir - - P. 6	- - -	298	180	129 4 0
Duntocher - P. 3	496 7 6	350	178	165 0 6
Milton - - P. 6	196 13 6	144	113	110 8 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Dumbarton—*cont.*	£ s. d.			£ s. d.
OLD KILPATRICK—*cont.*				
Old Kilpatrick P. 5	219 1 10	150	110	101 8 0
Duntocher, St. Mary's - - R. 3	178 5 5	190	184	156 2 0
ROSENEATH:				
Kilcreggan - P. 7	423 0 0	176	100	93 9 0
Roseneath - P. 7	- - -	153	87	85 10 6
ROW:				
Garelochhead - P. 7	- - -	137	51	50 15 6
Glenfrinn - - P. 7	- - -	75	11	25 4 0
Helensburgh. Grant Street - P. 12	- - -	319	262	212 15 0
Helensburgh, Hermitage - P. 12	- - -	400	344	322 17 0
Helensburgh, James Street P. 12	- - -	193	93	59 19 0
Helensburgh, Ragged Industl. P.	83 18 9			
Row - - - P. 6	200 0 0	200	122	122 16 0
Shandon - - P. 7	- - -	46	22	15 5 0
Helensburgh - F.C.	335 0 0			
Helensburgh, St. Joseph - - R. 6	- - -	237	119	101 10 6
Helensburgh, Trinity - - R. 12	- - -	118	89	54 17 0
DUMFRIES.				
ANNAN:				
Academy - - P. 10	- - -	292	118	100 14 0
Annan, Infant and Female - P. 10	- - -	225	219	191 12 6
Brecoubeds - P. 10	265 0 0	138	95	108 12 0
Greenknowe - P. 10	- - -	176	129	99 13 4
APPLEGARTH AND SIBBALDIE:				
Sandyholm - P. 6	- - -	90	60	52 14 0
Sibbaldie - P. 6	- - -	66	53	41 4 0
BRYDEKIRK:				
Brydekirk - - P. 10	274 8 8	169	83	92 9 4
CANONBIE:				
Canonbie - - P. 4	44 10 0	371	227	247 12 6
Gilnockie - - P. 4	- - -	91	63	53 19 6
Glenzier - - P. 4	88 6 3	70	48	49 1 0
Harlaw - - P. 4	88 6 3	70	46	31 3 0
Rowanburn, Inft. P. 4	- - -	99	46	36 17 0
CARLAVEROCK:				
Hutton Hall - P. 6	- - -	170	83	83 4 0
Glencaple - 6	- - -	85	66	58 9 0
Hutton Lodge, Female - 6	- - -	54	27	22 8 0
CLOSEBURN:				
Closeburn - P. 12	- - -	66	46	29 5 0
Lakehead, Girls P. 12	114 0 2	110	66	47 17 0
Gubhill - - 7	- - -	46	27	38 11 6
Wallace Hall Academy - 12	- - -	314	163	181 6 6
CUMMERTREES:				
Cummertrees - P. 6	206 14 4	130	88	81 10 0
Trailtrow - - P. 6	- - -	44	49	47 12 0
DALTON:				
Dalton - - P. 6	- - -	121	64	78 11 0
DORNOCK:				
Dornock - - P. 11	- - -	86	70	63 2 0
Dornock, Infant and Female - P. 11	- - -	77	41	35 11 6

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Dumfries—*cont.*	£ s. d.			£ s. d.
DRYFESDALE				
Dryfesdale - - P. 10	730 2 6	600	407	392 8 6
Lockerby - - P. *c*	320 0 0			
DUMFRIES (Burgh):				
Dumfries "B" - P. *c*	96 0 0			
Greensands - - P. 5	27 11 8	240	211	193 15 0
Loreburn Street P. 5	521 2 3	634	477	486 8 1
St. Michael's St. P. 5	510 15 0	500	389	404 17 9
Dumfries - - E. 2	- - -	400	114	83 14 0
St. Andrew's - R. 5	- - -	665	362	355 12 9
DUMFRIES (Landward):				
Brownhall - - P. 12	233 0 0	160	73	55 14 6
Catherinefield - P. 12	50 0 0	116	97	91 5 6
Noblehill - - P. 12	471 0 5	419	397	347 7 6
Trohoughton - P. *c*	30 0 0			
Gasstown - -	45 0 0			
DUNSCORE:				
Burnhead - - P. 1	96 5 0	96	51	46 17 6
Dunscore Village P. 1	212 0 0	88	82	68 7 0
Dunscore Village, Infant and Female - - - P. 1	58 10 0	146	33	26 8 6
Glenesslin - - P. 1	60 7 6	60	56	64 3 0
DURRISDEER:				
Birleyhill - - P. 7	- - -	106	48	52 5 0
Durrisdeer - - P. 7	- - -	103	59	52 17 6
Enterkinfoot - 5	- - -	47	25	35 11 6
ESKDALEMUIR:				
Davington - - P. 11	75 18 9	60	23	34 18 6
Eskdalemuir - P. 11	- - -	118	27	40 4 6
EWES:				
Ewes - - - P. 11	140 7 6	60	41	51 7 6
GLENCAIRN:				
Crossford - - P. 7	- - -	89	53	59 12 6
Moniaive - - P. 7	- - -	241	153	123 15 0
GRAITNEY OR GRETNA:				
Gretna - - P. 11	206 0 0	141	94	77 11 0
Mount Pleasant - P. 11	110 5 0	160	81	67 14 6
HALFMORTON:				
Halfmorton - P. 11	70 7 2	146	66	55 9 0
HODDAM:				
Hoddam - - P. 11	218 15 0	294	195	175 6 6
Ecclefechan, Inft. and Industrial *c*	*50 0 0			
HOLYWOOD:				
Holywood - - P. 12	- - -	152	83	83 10 3
Speddoch - - P. 12	- - -	32	28	48 9 0
Stellston - - P. 12	- - -	51	55	67 14 7
HUTTON AND CORRIE:				
Corrie - - - P. 1	85 16 10	88	47	57 12 6
Hutton - - P. 1	75 0 0	73	61	53 18 6
JOHNSTONE:				
Johnstone - - P. 11	- - -	110	82	68 3 0
Cogrieburn - - 6	- - -	58	36	40 2 0
Goodhope - - Ch. 6	- - -	73	62	54 4 0
KEIR:				
Lower - - - P. 7	- - -	87	55	53 3 6
Upper - - - P 7	- - -	100	50	46 1 0
Capenoch, Infant 7	- -	75	19	15 3 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Dumfries—*cont.*	£ s. d.			£ s. d.
KIRKCONNEL:				
Cairn - - - P. 7	- - -	44	24	36 19 0
Kirkconnel - P. 7	- - -	150	123	117 5 6
KIRKMAHOE:				
Dalswinton - - P. 1	- - -	79	60	48 13 0
Duncow - - P. 1	112 10 0	189	78	57 9 0
KIRKMICHAEL:				
Garrel - - - P. 6	- - -	58	59	62 1 6
Nethermill - - P. 6	- - -	100	86	73 5 0
KIRKPATRICK-FLEMING:				
Gair - - - P. 11	166 5 0	80	44	56 17 0
Kirkpatrick, Fleming - - - P. 11	197 0 0	182	108	96 13 0
KIRKPATRICK-JUXTA:				
Dumgree - - P. 6	- - -	59	32	47 12 0
Kirkpatrick Juxta P. 6	30 5 0	162	96	77 16 0
LANGHOLM:				
Langholm - - P. 7	426 0 0	998	634	635 9 10
Wauchope - - P. 7	- - -	40	16	29 2 0
LOCHMABEN:				
Hightae - - P. 11	- - -	145	74	43 16 0
Lochmaben - P. 11	578 6 6	300	221	205 5 6
Templand - - P. 11	104 0 0	94	74	63 15 0
Hightae - - F.C. *c*	11 0 0			
Lochmaben - F.C.	15 0 0			
MIDDLEBIE:				
Hottsbridge - P. 11	- - -	64	46	47 10 0
Middlebie - - P. 11	- - -	63	42	45 8 0
Waterbeck, Female - - P. 11	- - -	71	33	30 1 6
Eaglesfield, G.A. and Subscription 11	- - -	155	95	73 13 0
MOFFAT:				
Academy - - P. 3	- - -	286	198	183 0 0
Annan Water - P. 3	110 0 0	44	33	34 13 0
Moffat Water - P. 3	- - -	53	21	27 6 0
Morrison's Endowed - - 3	- - -	88	54	45 0 0
MORTON:				
Gatelaw Bridge P. 7	- - -	40	40	35 11 0
Morton - - P. 7	- - -	263	129	119 11 6
Morton, Infants' P. 7	- - -	159	76	66 10 0
Carronbridge, Duke of Buccleuch's 7	- - -	141	104	95 5 0
MOUSWALD:				
Mouswald - - P. 6	- - -	135	69	70 4 6
PENPONT:				
Penpont - - P. 7	- - -	198	153	145 10 0
Woodside - - P. 7	- - -	41	16	27 11 0
RUTHWELL:				
Ruthwell - - P. 6	- - -	132	98	101 10 0
Female Industrial 6	- - -	56	42	44 12 0
ST. MUNGO:				
St. Mungo - - P. 1	150 9 10	115	100	99 0 0

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Dumfries—*cont.*	£ s. d.			£ s. d.
SANQUHAR:				
Sanquhar - - P. 7	- - -	233	118	97 16 0
Crichton - - 5	- - -	160	151	137 9 1
Mennock Bridge, Duke of Buccleuch's - - 5	- - -	66	28	22 1 0
Wanlockhead - 7	- - -	136	177	171 16 6
TINWALD:				
Amisfield - - P. 12	103 16 10	79	79	76 11 5
Shieldhill - - P. 12	- - -	49	58	77 14 1
TORTHORWALD:				
Collin - - - P. 12	165 0 0	100	99	122 8 0
Torthorwald - P. 12	- - -	100	53	66 6 0
TUNDERGARTH:				
Tundergarth - P. 1	- - -	93	79	80 17 6
TYNRON:				
Tynron - - P. 7	- - -	36	19	29 12 0
Tynron, Endowed Ch. 7	- - -	63	33	39 14 6
WAMPHRAY:				
Wamphray - - P. 6	- - -	138	77	56 13 4
WESTERKIRK:				
Westerkirk - P. 11	- - -	106	46	65 3 0
EDINBURGH.				
BORTHWICK:				
Borthwick - - P. 1	- - -	94	62	52 9 0
Gorebridge, Heritor's, Girls - P. 1	- - -	84	60	48 8 0
Newlandrig, Subscription - - 1	- - -	80	67	25 18 5
CARRINGTON:				
Carrington - - P. 2	45 16 8	130	54	45 2 0
COCKPEN:				
Bonnyrigg - - P. 4	314 0 0	205	178	147 1 0
Cockpen - - P. 7	36 15 0	126	78	71 0 0
Bonnyrigg, Girls 4	- - -	237	172	173 14 0
COLINTON:				
Colinton - - P. 1	- - -	162	126	105 0 6
Juniper Green Infant and Industrial - - P. 1	80 0 0	85	66	57 3 0
Juniper Green, Male - - P. 1	117 0 0	147	123	120 14 6
Longstone, Female P. 1	155 0 0	90	73	51 7 0
CORSTORPHINE:				
Corstorphine - P. 2	- - -	283	187	156 1 6
CRAMOND:				
Cramond - - P. 12	- - -	164	68	59 10 0
Davidson's Mains and Female - P. 12	- - -	193	179	157 8 6
Granton, Mixed and Infants - P. 11	- - -	300	230	169 6 6
Lennie - - P. 12	85 0 0	53	46	37 10 9
Cramond - F.C. *c*	124 0 0			
CRANSTOWN:				
Cousland, - - P. 12	177 17 6	95	88	65 17 0
Cranstown - - P. 1	- - -	116	110	96 0 0

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Edinburgh—*cont.*	£ s. d.			£ s. d.
CRICHTON:				
Crichton - - P. 3	72 0 0	215	147	148 14 6
CURRIE:				
Balerno - - P. 1	208 16 6	176	122	109 16 0
Currie - - - P. 4	91 17 6	200	94	79 17 0
Balerno, St. Munro's - - E. 11	- - -	126	52	39 18 0
DALKEITH (TOWN):				
Back Street - P. 11	248 0 0	235	176	156 16 0
Burgh - - - P. 11	510 15 0	500	285	214 2 0
St. David's - - R. 6	- - -	263	147	121 19 6
DALKEITH (LANDWARD):				
Dalkeith - - P. 11	- - -	163	102	150 3 0
Whitehill Colliery 7	- - -	121	94	79 12 0
DUDDINGSTON (LANDWARD):				
Duddingston - P. 12	108 8 11	114	67	44 16 6
EDINBURGH (CITY):				
Abbey Hill - P. 2	- - -	733	625	565 3 6
Bristo - - P. 12	862 0 0	689	942	847 11 0
			88	40 7 0
Canonmills - P. 2	- - -	850	932	802 5 0
			31	13 9 0
Causewayside - P. 1	637 10 0	802	774	669 2 0
Dairy - - - P. 5	- - -	1124	1,138	1,101 11 0
			19	8 16 0
Dean - - - P. 6	469 5 0	350	378	323 7 0
Fountainbridge P. *c*	145 0 0			
Heriot Bridge - P. 7	- - -	312	253	129 19 9
Leith Walk - P. 3	1,011 0 0	808	1,047	963 19 6
			35	14 0 0
Lothian Road - P. 7	- - -	858	974	1,006 15 0
New Street - P. 2	- - -	792	710	555 9 0
			37	21 5 6
North Canongate - - P. 7	1,053 5 7	1,043	987	961 12 6
North Merchiston P. 4	- - -	969	824	708 1 0
St. Bernard's - P. *c*	23 6 8			
St. Leonard's - P. 7	300 0 0	1123	1,117	1,084 8 6
			34	14 6 0
Stockbridge - P. 7	623 5 0	728	716	647 1 0
			52	27 15 6
Victoria Terrace, Infant - - P. 7	- - -	165	124	87 9 0
Warrender Park P. 5	- - -	912	890	901 5 0
West Fountainbridge - - P. 6	951 5 0	750	832	754 12 6
			42	22 10 6
Abbey Hill, Boys E. 12	- - -	239	125	89 15 0
Abbey Hill, G. & I. E. 12	- - -	304	205	157 17 0
All Saints' - E. 11	- - -	417	269	169 4 0
Buccleuch - 7	*750 0 0	291	255	199 15 6
Canongate, Burgh 7	250 0 0	237	238	229 9 0
Canongate - S.	*350 0 0			
Canongate - Ch. 7	- - -	205	135	83 19 6
Glen Street - E. 12	- - -	579	565	513 10 0
Greenside, Dr. Bell's - - 6	- - -	302	244	210 16 0
Greenside, Girls	148 0 0			
James Gillespie's 6	- - -	1,567	1,308	1,418 10 0
Lady Glenorchy's 7	- - -	214	194	119 19 0
Maryfield - - R. 1	- - -	358	180	147 9 0
Morningside - F.C.	*a*108 15 0			
Morningside, Subscription - - 6	- - -	140	121	87 16 0
New Grey Friars S. 5	254 0 0	353	311	177 14 0
Newington - F.C. 3	300 0 0	177	177	151 18 6

a Grant repaid.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Edinburgh—*cont.*	£ s. d.			£ s. d.
EDINBURGH (City)—*cont.*				
Niddry St., Dr. Bell's - - Ch. 6	- - -	513	320	233 19 0
Normal and Model - - F.C. 6	303 0 0	926	761	777 12 6
Normal Practising - - Ch. 5	- - -	952	557	565 2 6
Northern District - - F.C.	605 0 0			
Pelrig - - F.C.	226 0 0			
Pleasance Territorial - - F.C. 7	281 0 0	182	122	101 1 0
Practising - E. 6	- - -	322	249	227 7 6
Royal Blind - 12	- - -	148	44	39 14 0
St. Andrew's - E. 11	- - -	351	218	170 6 0
St. Ann's - - R. 5	- - -	550	328	247 8 6
St. Columba's - E. *c*	230 0 0			
St. Cuthbert's Indl. 12	- - -	139	85	13 17 3
St. George's - E. 11	- - -	130	133	112 13 6
St. George's, Local G.A. 5	- - -	470	357	335 19 0
St. John's - - E. 11	- - -	330	294	235 0 6
St. John, Victoria Street, Heriot - -	*845 0 0			
St. John's, York Lane - - R. 2	- - -	587	272	233 7 0
St. Mary's, Canonmills - - F.C.	150 5 0			
St. Mary's, Lothian Street - - R. 5	1,200 0 0	653	310	246 17 0
St. Patrick's - R. 5	421 10 0	480	167	138 2 6
St. Stephen's - S. 5	*800 0 0	618	469	396 6 6
Tolbooth - - S.	*600 0 0			
Trinity - - E. 11	- - -	291	200	153 15 0
Tron Church, Female Industrial Ch. 1	- - -	162	131	106 0 6
EDINBURGH, (ST. CUTHBERT'S AND DEAN):				
Coltbridge - P. 1	193 15 0	312	236	205 17 0
Gorgie - - P. 12	- - -	433	287	256 12 6
Slateford - - P. 1	*100 0 0 139 10 0	126	117	79 0 0
FALA AND SOUTRA:				
Fala and Soutra P. 4	168 13 9	80	58	60 8 0
GLENCORSE:				
Glencorse - - P. 2	81 0 0	180	192	145 6 0
HERIOT:				
Heriot - - P. 1	- - -	106	61	57 16 6
INVERESK (LANDWARD):				
Cowpits - - P. 12	125 0 0	60	30	23 7 0
Old Craighall - Ch. 4	- - -	75	43	31 19 6
KIRKNEWTON AND EAST CALDER:				
East Calder - P. 3	192 2 6	272	226	226 9 4
Kirknewton - P. 2	- - -	135	86	82 9 0
Oakbank - - P. 2	- - -	122	117	92 7 6
Sunnyside - - P. 2	- - -	25	11	8 5 0
Wilkieston - P. 1	117 0 0	178	67	54 18 6
LASSWADE:				
Lasswade - - P. 4	90 6 6	429	396	429 7 0
Loanhead - - P. 4	270 4 0	496	375	368 15 6
Pentland - - P. 5	- - -	250	209	184 9 6
Rosewell - - P. 6	279 16 5	260	214	181 3 7
Roslin - - P. 2	297 10 0	248	226	206 10 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Edinburgh—*cont.*	£ s. d.			£ s. d.
LEITH (BURGH):				
Bonnington Road P. 3	803 17 6	700	799	656 8 6
Duncan Place - P. 3	650 0 0	309	311	228 0 9
Easter Road, Temporary - P. 1	- - -	364	297	85 16 10
Links Place - P. 11	*550 0 0 844 3 1	600	664	527 7 6
" " - "				
Lorne Street - P. 3	712 15 0	712	762	680 18 1
Newhaven, Victoria - - P. 6	130 10 0	505	376	278 9 8
North Fort Street P. 2	961 18 2	1,051	1,055	986 19 6
St. Thomas - P. 11	- - -	364	369	336 19 6
Yardheads - P. 11	359 17 6	300	352 51	304 11 0 18 6 6
Leith - - - R. 4	- - -	520	432	356 14 0
Newhaven, Madras - - 6	*311 0 0	304	220	190 4 0
St. James' - E. 11	735 0 0	371	353	284 11 0
St. Ninian's - F.C. *c*	*490 0 0			
LEITH, SOUTH (LANDWARD):				
South Leith - P. 11	320 18 9	204	173	148 4 0
LIBERTON:				
Bourdichouse - P. 3	- - -	265	149	101 1 0
Gilmerton - - P. 2	249 17 6	220	208	178 10 0
Liberton - - P. 4	- - -	228	184	172 5 0
The Niddrie - P. 12	- - -	129	61	41 19 3
Gilmerton, Female Industrial - 4	- - -	117	105	76 6 6
New Craighall, Benhar Coal Company's - 1	- - -	403	231	176 3 6
MID-CALDER				
Bellsquarry - P. 1	- - -	116	86	78 7 0
Causewayend - P. 3	- - -	50	23	33 14 0
Mid Calder - P. 3	90 0 0	219	264	229 19 0
MUSSELBURGH (BURGH):				
Grammar - - P. 7	- - -	307	182	164 12 0
Fisherrow, Burgh P. 11	423 0 0	400	540	414 14 0
Musselburgh - P. 11	156 15 0	450	279	218 10 0
Back of Fisherrow - - F.C. *c*	204 0 0			
St. Peter's - E. 11	- - -	264	142	99 8 11
NEWBATTLE:				
Newbattle - P. 7	- - -	130	123	108 7 0
Collieries - - 7	- - -	402	339	311 14 6
Masthouses - - 7	- - -	62	45	35 15 6
NEWTON:				
Dalkeith - - P. 4	- - -	196	167	156 15 6
Edmonstone - P. 4	- - -	66	56	48 1 0
PENICUIK:				
Howgate - - P. 3	170 18 1	100	72	60 19 0
Kirkhill - - P. 3	81 0 0	225	255	195 10 6
Nine Mile Burn P. 4	170 0 11	100	30	28 1 0
Penicuik - - P. 4	188 0 0	463	388	295 0 0
Penicuik, Infant - - P. 4	- - -	128	113	84 14 0
Penicuik - - R. 2	- - -	165	57	46 8 6
Valleyfield, Infant and Industrial 2	- - -	192	141	118 6 6

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Edinburgh—*cont.*	£ s. d.			£ s. d.
PORTOBELLO (BURGH):				
Portobello - P. 1	775 10 0	700	543	515 1 6
West End - - P. 1	- - -	234	155	110 17 0
Portobello, Female - - 11	- - -	145	115	76 9 6
RATHO:				
Ratho - - P. 5	- - -	167	109	91 6 0
Dalmahoy, St. Mary's - - E. 11	- - -	152	92	78 12 0
Ratho, Female - 1	- - -	82	73	63 17 6
STOBHILL:				
Stobhill - - P. 4	529 13 1	545	422	369 5 0
STOW:				
Caitha - - P. 1	185 0 0	50	40	45 13 0
Fountainhall - P. 1	- - -	118	68	65 11 0
Stow - - P. 1	346 0 0	226	172	146 8 0
TEMPLE:				
Temple - - P. 1	- - -	105	84	75 19 0
Torside - - 3	- - -	68	28	38 15 0
WEST CALDER:				
Addiewell - P. 3	- - -	564	340	325 12 0
Cobbinshaw - P. 7	- - -	87	46	47 4 0
Gavieside - P. 6	- - -	280	182	149 15 0
Leavenseat - P. 3	166 13 4	290	58	38 11 0
West Calder - P. 1	254 5 5	516	486	417 8 0
West Calder - R. 1	269 5 0	224	156	100 16 0
Woodmuir Colliery 3	- - -	70	38	27 16 0
ELGIN.				
ALVES:				
Alves - - P. 4	227 10 0	200	102	82 1 0
BELLIE:				
Bellie - - P. 4	- - -	203	110	98 4 0
Fochabers, Milnes' Free - - 11	- - -	723	354	330 15 8
BIRNIE:				
Birnie - - P. 4	- - -	144	67	77 8 0
BOHARM:				
Boharm - - P. 4	298 6 10	172	90	80 11 0
Forgie - - P. 4	- - -	51	24	34 3 3
Maggyknockater P. 3	254 10 0	128	41	40 12 6
CROMDALE:				
Achanarrow - P. 4	158 10 0	70	24	41 1 0
Advie - - P. 4	- - -	90	34	45 13 0
Cromdale - - P. 4	198 7 6	100	45	49 4 0
Daca - - P. 4	125 0 0	50	23	39 18 6
Dulnain Bridge P. 4	272 0 0	113	50	46 17 0
Grantown - P. 1	- - -	416	285	247 17 0
DALLAS:				
Dallas - - P. 4	112 5 0	140	84	80 2 0
Kellas, Female P. 4	78 7 6	60	25	29 8 6
DRAINIE:				
Drainie - - P. 3	158 15 5	85	61	49 1 0
Kinnedar - - P. 12	522 1 6	246	179	143 14 0
Lossiemouth - P. 12	513 10 0	400	294	251 5 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Elgin—*cont.*	£ s. d.			£ s. d.
DUFFUS:				
Burghead - - P. 2	304 12 6	425	301	283 7 6
Duffus - - P. 2	- - -	170	99	90 19 0
Hopeman - - P. 2	137 7 4	379	254	223 17 4
Roseisle - - P. 2	- - -	44	37	39 5 6
DYKE:				
Dyke - - P. 3	- - -	229	89	76 0 6
Kintessack - P. 3	- - -	57	35	20 14 6
EDINKILLIE:				
Dunphail - P. 3	82 10 0	100	39	43 6 6
Half Davoch - P. 3	61 17 6	50	28	38 3 0
Conicavel - - Ch. 3	- - -	58	45	45 3 6
Logie - - - 3	- - -	133	75	88 6 6
Relugas - - Ch. 3	- - -	61	37	42 18 6
ELGIN (BURGH):				
Bishopmill - P. 11	289 0 0	163	164	139 5 6
Elgin, Girls - P. 11	*150 0 0 79 13 0	397	336	294 6 0
West End - P. 11	342 16 8	383	246	223 16 6
Anderston's Institution, Free - - 11	- - -	255	247 24	223 19 6 8 16 6
Elgin - - E. *c*	166 0 0			
St. Sylvester - R. 11	- - -	140	106	85 10 6
Trades - - *c*	*120 0 0			
ELGIN (LANDWARD):				
Clackmarras - P. 5	- - -	64	48	38 9 0
Mosstowie - P. 5	- - -	154	58	41 9 6
New Elgin - P. 5	174 13 4	120	67	56 8 0
Pluscarden - P. 5	240 3 4	120	56	34 16 6
FORRES (BURGH):				
Forres - - P. 1	448 15 0	400	315	315 16 6
Infant - - P. 1	57 10 0	169	141	111 10 6
Anderson's Endowed Institution - 1	- - -	228	134	76 10 6
Female Industrial - - *c*	70 0 0			
St. John's Industrial - - E. 1	- - -	142	99	94 15 9
KINLOSS:				
Findhorn, Female P. 3	69 19 1	108	84	69 5 6
Kinloss - - P. 3	149 9 9	114	76	64 11 6
KNOCKANDO:				
Elchies - - P. 4	98 19 10	150	45	40 9 0
Kirdels, Female P. 4	- - -	69	27	23 6 0
Knockando - P. 4	236 6 8	136	76	73 17 0
Archiestown, Subscription - Ch. 4	101 0 0	90	58	49 17 6
NEW SPYNIE:				
New Spynie - P. 3	75 4 0	102	50	42 5 6
RAFFORD:				
Burgie - - P. 3	126 5 5	50	45	34 16 6
Rafford - - P. 3	- - -	81	36	28 0 6
Rafford, Female P. 3	- - -	61	48	40 15 6
ROTHES:				
Inchberry - P. 2	110 8 9	70	65	49 12 6
Rothes - - P. 2	449 8 9	380	239	202 14 6
ST. ANDREW'S, LHANBRYDE:				
Cranlock - - P. 3	201 12 6	100	51	45 4 6
St. Andrew's, Lhanbryde - P. 3	130 17 6	208	143	130 5 6

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Elgin—*cont.*	£ s. d.			£ s. d.
SPEYMOUTH:				
Garmouth - P. 2	289 2 11	230	193	168 15 6
Garmouth and Kingston - P. *c*	80 0 0			
Speymouth - P. 2	- - -	173	87	73 3 6
URQUHART:				
Urquhart - - P. 2	133 5 0	239	154	136 16 0
Leuchars - - 3	- - -	34	24	34 10 0
FIFE.				
ABDIE:				
Abdie - - P. 4	- - -	152	62	52 17 0
ABERDOUR:				
Aberdour - - P. 5	- - -	184	113	92 12 0
Donibristle Colliery - - P. 1	- - -	167	157	148 14 6
ANSTRUTHER, EASTER:				
East - - - P. 6	222 0 0	229	161	165 14 6
West - - - P. 6	- - -	104	95	80 13 6
ANSTRUTHER, WESTER:				
Anstruther, Wester P. 6	38 3 1	114	106	95 12 0
ARNGASK (*see* PERTHSHIRE).				
AUCHTERDERRAN:				
Auchterderran - P. 2	331 15 0	350	238	223 16 0
AUCHTERMUCHTY:				
Dunshalt - - P. 4	- - -	83	77	58 9 6
North - - P. 4	- - -	194	102	87 15 0
South - - P. 4	65 0 0	135	53	51 2 6
Madras - - Ch. 4	278 0 0	136	115	100 12 6
AUCHTERTOOL:				
Auchtertool - P. 3	- - -	143	75	42 9 2
BALLINGRY:				
Ballingry - - P. 1	371 0 0	250	152	117 4 0
BALMERINO:				
Balmerino - P. 5	- - -	129	90	86 6 0
Priorwell - - P. 5	- - -	56	27	18 12 0
BEATH:				
Cowdenbeath - P. 2	656 9 7	710	722	631 15 0
Kelty - - P. 1	307 11 3	300	292	255 10 0
Lassodie - - P. 2	342 18 9	250	174	162 16 6
BURNTISLAND (BURGH):				
Burntisland - P. 5	606 5 0	744	687	601 2 6
Burntisland - E. 5	- - -	243	186	147 1 0
CAMERON:				
Cameron - - P. 7	- - -	69	44	49 11 0
Denhead - - P. 7	67 10 0	67	29	23 12 0
Radernie - - P. 7	- - -	101	71	58 6 0
CARNBEE:				
Arncroach - P. 6	151 0 0	99	62	50 18 0
Carnbee - - P. 6	32 18 9	112	63	56 9 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Fife—*cont.*	£ s. d.			£ s. d.
CARNOCK:				
Cairney Hill - P. 2	25 0 0	107	68	60 9 0
Carnock - - P. 2	- - -	126	94	89 0 0
CERES:				
Bridgend, Infant P. 5	- - -	72	47	36 6 0
Ceres - - P. 5	- - -	224	134	106 4 0
Craigrothie - P. 5	- - -	108	58	47 18 0
COLLESSIE:				
Collessie - P. 4	- - -	129	74	74 9 0
Ladybank - P. 4	340 5 0	272	231	225 10 6
Collessie - F.C.	120 0 0			
CRAIL:				
East - - P. 6	- - -	178	148	138 2 0
West - - P. 6	- - -	142	69	56 7 0
CREICH:				
Creich - - P. 5	110 4 6	77	75	66 18 6
Brunton, Flisk, and Creich - F.C.	80 0 0			
CULTS:				
Cults - - P. 4	142 0 0	150	92	81 9 0
CUPAR (BURGH):				
Madras Academy - 12	- - -	399	318	291 13 0
Madras Academy, South Branch 12	270 0 0	270	232	239 13 0
CUPAR (LANDWARD):				
Brighton - - P. 5	78 3 9	67	19	12 2 0
DAIRSIE:				
Dairsie - - P. 5	- - -	135	109	78 3 0
DALGETTY:				
Hillend - - P. 2	31 17 6	118	127	116 0 6
Mossgreen - P. 2	324 12 6	220	188	152 15 0
DUNBOG:				
Dunbog - - P. 5	- - -	120	64	57 16 0
DUNFERMLINE (BURGH):				
Abbey, Free - P. 11	400 0 0	340	196	173 0 0
Commercial - P. 11	724 16 3	700	655	573 2 6
Female Industrial - - P. 11	645 0 0	483	423	370 2 6
McLean - - P. 11	367 0 0	360	294	257 5 0
Milesmark - P. 2	415 2 6	400	309	300 18 6
Pittencrieff - P. 11	481 17 6	550	435	402 11 6
St. Leonard's - P. 11	- - -	352	365	323 10 10
Wilson's Institution - - P. 11	- - -	115	83	66 4 0
St. Margaret's - P. 11	- - -	151	75	61 14 0
DUNFERMLINE (LANDWARD):				
Charlestown - P. 1	- - -	215	113	104 2 6
Crossford - - P. 1	60 15 0	111	85	69 16 6
Crossgates - P. 1	- - -	160	142	115 17 0
Dunduff - - P. 1	- - -	70	47	50 19 6
Halbeath - - P. 1	485 17 6	400	286	246 4 6
Lime Kilns - P. 2	- - -	201	133	126 10 6
Townhill - - P. 2	485 17 6	400	331	289 12 6
Welwood - - P. 2	279 10 0	200	161	159 7 6

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Fife—*cont.*	£ s. d.			£ s. d.
DUNINO:				
Dunino - - P. 6	- - -	91	78	50 5 4
DYSART (BURGH):				
Dysart - - P. 11	{*330 0 0 / 240 0 0}	574	360	315 0 0
Dysart, Half-time P. 11	- - -	120	55	45 4 6
Gallatown - P. 11	434 16 0	343	238	207 7 0
Pathhead - - P. 11	474 12 6	475	452	394 12 6
Sinclairtown - P. 11	419 11 3	450	461	403 7 6
DYSART (LANDWARD):				
Boreland - - P. 5	- - -	84	80	74 8 0
ELIE:				
Elie - - - P. 3	- - -	162	57	43 18 6
FALKLAND:				
Falkland - - P. 4	150 11 3	280	195	181 18 6
Freuchie - - P. 4	150 9 9	255	180	157 10 0
FERRYPORT-ON-CRAIG:				
Ferryport-on-Craig - - P. 6	576 10 0	576	419	427 9 8
Ferryport-on-Craig - - F.C.	124 0 0			
FLISK:				
Flisk - - - P. 5	72 11 10	78	43	50 7 6
FORGAN:				
Forgan - - P. 6	51 5 2	125	110	95 18 0
Newport - - P. 6	182 0 0	421	264	252 9 0
INVERKEITHING:				
Inverkeithing - P. 1	339 9 4	292	339	288 16 0
North Queensferry - - P. 1	165 0 0	100	112	94 6 0
KEMBACK:				
Kemback - - P. 5	188 10 0	190	92	90 13 0
KENNOWAY:				
Kennoway - P. 4	111 7 6	230	166	145 17 0
Star - - - P. 4	- - -	99	59	59 14 6
KETTLE:				
Kettle - - P. 4	521 16 3	400	239	224 17 2
KILCONQUHAR:				
Colinsburgh - P. 3	96 0 0	125	84	69 3 0
Earlsferry - P. 3	119 17 8	103	77	65 19 6
Kilconquhar - P. 3	- - -	145	103	93 16 6
Earlsferry, Infant and Industrial - F.C. *c*	78 0 0			
KILMANY:				
Kilmany - P. 5	- - -	64	56	41 15 0
Kilmany, Female P. 5	- - -	38	29	24 12 6
KILRENNY:				
Cellardyke - P. 6	327 0 0	225	223	220 0 6
Cellardyke, Female - - P. *c*	*110 0 0			
Cellardyke, Infant - - P. 6	- - -	239	181	150 6 6
Kilrenny, Upper P. 6	- - -	147	90	87 12 0
KINGHORN:				
Kinghorn - - P. 5	385 0 0	409	361	367 14 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Fife—*cont.*	£ s. d.			£ s. d.
KINGLASSIE:				
Kinglassie - P. 7	- - -	248	91	76 14 6
KINGSBARNS:				
Kingsbarns - P. 6	- - -	216	112	99 3 6
KIRKCALDY (BURGH):				
Burgh - - P. 11	- - -	348	248	249 9 6
East - - P. 11	670 16 7	752	710	421 5 6
Half Time - P. 11	- - -	205	104	108 18 6
West - - P. 11	582 10 0	700	848	742 0 6
Stewart's Lane 11	- - -	132	43	45 13 6
" - 8	- - -	—	39	18 4 6
KIRKCALDY (LANDWARD) AND ABBOTSHALL:				
Chapel - - P. 7	222 10 0	144	114	98 7 0
LARGO:				
Kirkton - - P. 3	173 17 4	150	88	81 0 2
Lundin Mill - P. 3	330 0 0	178	113	98 1 6
Durham, Female, Charity - Ch. 3	200 1 3	143	78	63 19 0
LARGOWARD:				
Largoward - P. 6	38 5 0	165	99	92 4 6
New Gilston - P. 6	53 0 6	90	74	59 15 6
LESLIE:				
East - - - P. 12	{*450 0 0 / 322 11 3}	296	209	175 11 6
West - - P 12	687 12 6	550	515	450 12 6
LEUCHARS:				
Balmullo - P. 6	193 5 11	132	65	58 9 6
Leuchars - P. 6	- - -	232	206	183 14 6
LOCHGELLY:				
Lochgelly - P. 2	805 9 7	1,019	790	691 5 6
LOGIE:				
Logie - - P. 5	- - -	72	53	63 17 6
MARKINCH:				
Balcurvie - P. 4	167 7 6	180	151	132 2 6
Coaltown - P. 4	- - -	111	93	83 6 6
Kirkforthar Feus - P. 4	- - -	99	40	22 1 6
Markinch - P. 4	302 17 6	300	244	226 7 6
Milton - - P. 4	37 0 0	83	63	44 11 6
Preston - - P. 4	105 12 6	90	114	99 15 6
Thornton - P. 4	257 17 0	200	199	174 3 6
MONIMAIL:				
Easter Fernie - P. 5	88 0 0	54	80	14 11 6
Letham - P. 5	- - -	75	47	32 15 6
Monimail - F.C.	90 0 0			
MOONZIE:				
Moonzie - - P. 5	- - -	54	35	40 4 6
NEWBURGH:				
Newburgh - P. 4	- - -	309	193	186 17 6
Madras, Female - - Ch. 4	318 0 0	155	153	133 6 6
NEWBURN:				
Newburn - - P. 3	- - -	75	57	49 15 6
PITTENWHEEM:				
East - - - P. 6	- - -	326	236	236 11 6
South - - P. 6	79 0 0	220	132	103 4 6

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Fife—*cont.*	£ s. d.			£ s. d.
ST. ANDREW'S (BURGH):				
East End - P. 7	360 0 0	324	346	296 2 0
			34	14 8 6
Infants - - P. 7	332 5 0	250	189	140 0 6
			26	13 9 0
ST. ANDREW'S (LANDWARD) AND ST. LEONARD'S:				
Boarhills - - P. 7	- - -	117	65	40 14 0
Strathkinness - P. 7	100 0 0	208	180	160 9 0
ST. MONANCE:				
St. Monance - P. 3	70 2 5	473	321	276 12 6
Female and Infant - - G.A.	125 0 0			
SALINE:				
Saline - - P. 1	202 0 7	150	111	97 6 6
SCONIE:				
Leven - - P. 3	- - -	824	667	651 12 6
Smithy Green - P. 7	- - -	65	37	25 0 5
SPRINGFIELD:				
Springfield - P. 5	455 1 3	200	159	141 14 6
STRATHMIGLO:				
Gateside - - P. 4	45 10 0	108	83	71 2 6
Strathmiglo - P. 4	65 0 0	300	178	167 18 0
TORRYBURN:				
Torryburn - P. 2	62 10 0	175	133	110 10 0
WEMYSS:				
Buckhaven - P. 3	500 0 0	783	501	337 4 0
Kirkland Cross-roads - - P. 3	367 15 0	300	329	228 16 1
Wemyss - - P. 3	378 0 0	312	193	166 4 6
Coaltown - - 3	- - -	97	81	66 7 6
West Wemyss, Dorothy - 3	- - -	327	195	173 19 6
FORFAR.				
ABERLEMNO:				
Aberlemno - P. 3	- - -	152	84	57 13 0
Pitkennedy, Subscription - 4	68 0 0	67	37	27 9 0
AIRLIE:				
Airlie - - P. 3	- - -	96	87	80 12 6
Craighton, Girls 4	- - -	62	16	11 19 0
ARBIRLOT:				
Arbirlot - - P. 7	- - -	129	88	83 6 0
Bonnington - P. *c*	168 0 0			
ARBROATH (BURGH):				
Inverbrothock - P. 1	457 10 0	348	351	307 2 6
			29	9 16 0
Keptie - - P. 11	680 5 0	600	657	508 11 0
Forfar—*cont.*	£ s. d.			£ s. d.
ARBROATH (Burgh): —*cont.*				
Ladyloan - - P. 1	533 5 0	450	341	327 12 6
Parkhouse - P. 11	- - -	340	335	251 7 6
The Abbey - P. 1	- - -	590	501	437 1 6
The Hill - - P. 11	348 15 0	350	256	195 17 0
Abbey Church - *c*	240 0 0			
Abbot Street - 11	- - -	262	234	193 8 8
Green's Mill Half-time - 10	- - -	98	66	48 9 0
Ladyloan - F.C.	20 0 0			
St. Thomas - R. 1	- - -	171		
AUCHTERHOUSE:				
Auchterhouse - P. 5	- - -	168	93	78 9 6
BARRY:				
Barry - - P. 5	70 0 0	153	118	106 9 0
Carnoustie - P. 2	- - -	441	332	311 11 5
Carnoustie - F.C. *c*	460 0 0			
BRECHIN (BURGH):				
Bank Street - P. 2	482 1 8	258	192	182 10 0
Damacre Road P. 2	408 5 7	400	264	255 16 0
High - - - P. 2	860 5 0	500	385	377 2 6
Infants - - P. 12	*220 0 0	177	159	114 13 6
The Tenements P. 2	569 0 0	508	515	460 12 6
BRECHIN (LANDWARD):				
Aldbar - - P. 4	- - -	73	61	63 5 6
Little Brechin - P. 4	167 7 6	100	71	61 5 6
Arrat - - 4	- - -	56	31	40 9 6
Muirland - - S.	*60 0 0			
BROUGHTY FERRY (TOWN):				
Eastern - - P. 1	447 7 6	538	404	353 10 0
Southern - - P. 1	253 10 0	357	261	215 19 0
Western - - P. 1	275 16 10	230	205	177 7 6
Broughty Ferry F.C.	186 0 0			
CARESTON:				
Careston - - P. 3	- - -	65	56	65 15 0
CARMYLIE:				
East - - - P. 7	230 15 0	120	66	58 16 0
West - - - P. 7	244 12 6	196	76	63 18 0
CORTACHY AND CLOVA:				
Cortachy - - P. 5	65 0 0	149	55	51 17 0
Clova - - P. 5	- - -	60	8	22 11 0
Wateresk - - P. 5	- - -	39	17	26 10 0
COUPAR ANGUS (*see* PERTHSHIRE).				
CRAIG:				
Craig - - - P. 3	- - -	142	119	100 12 6
Ferryden, Senior P. 3	80 0 0	126	127	141 5 4
Ferryden, Infants P. 12	75 0 0	165	156	130 0 0
Westerton - P. 4	- - -	42	37	34 18 5
DUN:				
Dun - - - P. 3	126 11 3	172	104	97 11 0

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Forfar—*cont.*	£ s. d.			£ s. d.
DUNDEE (BURGH):				
Ancrum Road - P. 11	531 13 9	778	542	470 10 0
			59	31 6 0
Balfour Street - P. 1	407 13 3	647	554	488 3 0
			57	35 5 6
Blackscroft - P. 1	- - -	232	267	223 10 6
Brown Street - P. 3	550 0 0	650	666	594 16 7
Butterburn - P. 12	- - -	700	469	422 19 0
Clepington - P. 2	763 5 0	750	816	649 9 8
			52	30 13 0
Dudhope - - P. 2	532 15 0	824	629	550 7 6
Glebelands - P. 2	772 15 0	1,066	867	758 12 6
Harris Academy P. 7	- - -	1,063	1,030	980 13 4
Hawkhill - - P. 12	85 0 0	995	946	827 15 0
			139	77 18 6
Hill Street - P. 12	539 17 6	535	737	594 19 6
			148	82 2 0
Hill Town - P. *c*	400 0 0			
Hunter Street - P. 5	- - -	287	400	372 9 4
Lochee, South Road - - P. 12	- - -	405	268	232 18 0
			20	11 2 6
Longwynd - P. 3	- - -	207	170	134 19 0
Mitchell Street P. 1	- - -	529	297	298 5 6
Rosebank Sessl. P. 3	278 0 0	197	206	108 13 8
Victoria Road - P. 3	- - -	630	744	646 9 0
			159	83 8 6
Wallace Town - P. 2	472 10 0	472	481	420 17 6
Chalmers', Girls' F.C.	312 0 0			
Dens Works - 10	- - -	375	313	350 5 0
Lochee, Camperdown Linen Works, Half Time - - 10	- - -	317	170	153 14 0
Lochee - - E. 10	- - -	351	280	222 18 0
Lochee, St. Mary - - R. 12	323 0 0	588	417	357 7 0
Lochee - - S. 12	*130 0 0	142	173	98 13 3
Malcolm Works 10	- - -	230	137	129 5 0
Meadowside, Male S. *c*	*870 0 0			
Park Wynd, Infts. F.C.	*240 0 0			
Pleasance Works, Half Time - 10	- - -	85	28	31 4 0
Pole Park Works, Half Time - - 10	- - -	124	75	89 9 6
Rood Yards - E. 11	- - -	235	141	134 15 6
St. Andrew's - R. 11	457 10 0	834	693	540 1 0
			126	66 9 0
St. Andrew's - S. 3	514 17 4	501	496	454 5 0
St. John's, Boys, Industrial - F.C.	*260 0 0			
St. John's, Girls & Infts. F.C. 3	163 12 6	336	250	194 11 0
St. Joseph's - R. 11	- - -	771	426	371 15 6
			94	58 18 6
St. Mary's - R. 11	- - -	1,402	892	699 19 0
St. Paul's - F.C. 2	- - -	361	206	161 18 0
St. Salvador's - E. 11	- - -	662	650	503 11 0
			62	34 0 6
St. Stephen's - R. 11	- - -	506	363	282 0 0
Seafield's Works, Half Time - 7	- - -	182	80	91 10 0
Smithfield - E. 11	- - -	238	182	131 4 0
Ward Mills - 7	- - -	314	146	187 1 0
DUNDEE (LANDWARD):				
Drumgeith - P. 5	- - -	187	133	129 5 6
DUNNICHEN				
Craichie - - P. 6	152 0 0	100	62	62 7 0
Letham, Infant - P. 6	184 16 0	95	48	37 0 0
Letham, Mixed - P. 6	252 2 6	200	103	100 6 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Forfar—*cont.*	£ s. d.			£ s. d.
EASSIE AND NEVAY:				
Eassie and Nevay - - P. 7	107 10 0	127	67	57 1 0
EDZELL:				
Edzell - - P. 3	105 7 6	200	121	96 2 6
Waterside - P. 5	138 0 0	60	16	26 15 0
FARNELL:				
Farnell - - P. 3	- - -	145	99	82 0 6
FEARN:				
Fearn - - P. 4	- - -	68	45	56 17 6
FORFAR (BURGH):				
Academy - - P. 4	237 3 4	370	277	235 2 0
East - - - P. 4	346 9 4	389	402	351 15 0
Forfar - - P. 4	- - -	373	198	173 10 0
Industrial - - P. 4	388 0 0	184	63	30 5 0
North - - P. 4	452 0 0	413	419	366 13 6
Wellbraehead - P. 4	80 7 6	350	218	182 7 0
West - - - P. 4	294 7 7	443	433	378 17 6
FORFAR (LANDWARD):				
Kingsmuir - P. 6	95 1 3	80	91	83 15 0
Lunanhead - P. 6	111 14 10	120	98	82 12 0
FRIOCKHEIM:				
Friockheim - P. 7	216 3 1	392	187	204 10 7
Friockheim - G.A. *c*	*70 0 0			
	100 0 0			
GLAMMIS:				
Glammis - - P. 6	232 0 0	200	140	120 6 0
Glen Ogilvy, The Milton - P. 6	- - -	68	40	33 6 0
GLENISLA:				
Folda - - - P. 5	233 4 0	81	15	27 0 6
Glenisla - - P. 5	65 0 0	54	26	41 6 0
Kilry - - - P. 5	- - -	54	59	72 13 6
Brewlands - F.C. *c*	196 0 0			
GUTHRIE:				
Guthrie - - P. 4	- - -	112	64	66 1 0
Kirkbuddo - P. 4	100 0 0	91	58	48 13 0
INVERARITY:				
Inverarity - P. 5	- - -	197	98	87 0 0
INVERKEILLOR:				
Chapelton - P. 3	- - -	119	98	81 9 0
Inverkeillor - P. 3	- - -	232	150	126 14 0
KETTINS:				
Kettins - - P. 6	- - -	171	102	95 3 0
KINGOLDRUM:				
Kingoldrum - P. 5	- - -	61	83	44 5 6
KINNELL:				
Kinnell - .. P. 3	151 10 0	148	104	93 5 0
KINNETTLES:				
Kinnettles - P. 6	- - -	110	83	70 5 6
KIRKDEN:				
Kirkden - - P. 6	63 0	105	74	70 16 0
KIRRIEMUIR:				
Carroch - - P. 4	132 10 0	50	28	35 1 0
Glenprossen - P. 4	116 0 0	50	24	29 6 0
Kirriemuir - P. 1	450 0 0	400	310	246 9 0
Padanarum - P. 4	158 15 0	60	55	33 18 5
Roundyhill - P. 4	178 15 0	80	58	34 13 0

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Forfar—*cont.*	£ s. d.			£ s. d.
KIRRIEMUIR—*cont.*				
Kirriemuir, Industrial - - 1	- - -	190	77	57 15 0
St. Mary's - - B. 1	- - -	180	109	109 1 0
Webster's Seminary - - 1	- - -	310	167	144 17 4
LETHNOT AND NAVAR:				
Lethnot and Navar - - P. 5	114 10 0	98	31	42 8 6
LIFF, BENVIE, AND INVERGOWRIE:				
Liff - - - P. 5	- - -	133	73	64 4 0
Muirhead of Liff P. 5	197 0 0	201	121	106 3 0
LINTRATHEN:				
Backwater - P. 5	- - -	26	13	27 16 6
Braes of Coull - P. 5	- - -	63	29	37 2 6
Lintrathen - P. 5	- - -	104	48	59 7 0
LOCHLEE:				
Lochlee - - P. 5	- - -	91	28	33 10 0
LOGIE-PERT:				
Craigo Works - P. 3	65 0 0	158	76	62 14 0
Logie-Pert - P. 3	- - -	113	60	53 2 0
LUNAN:				
Lunan - - P. 3	- - -	83	61	53 13 6
LUNDIE:				
Lundie - - P. 5	- - -	108	59	61 17 0
MAINS AND STRATHMARTINE:				
Downfield - - P. 5	- - -	148	113	91 4 0
Mains - - P. 5	- - -	109	94	83 16 0
Strathmartine - P. 5	147 6 2	150	116	98 7 0
MARYTON:				
Maryton - - P. 3	121 5 0	116	54	55 4 0
MENMUIR:				
Menmuir - - P. 3	106 0 0	135	94	87 19 0
MONIFIETH:				
Mattocks - - P. 5	198 12 6	100	66	56 10 0
Monifieth - - P. 4	- - -	507	279	244 2 6
MONIKIE:				
Bankhead - P. 6	89 15 0	65	35	43 10 0
Monikie - - P. 6	131 0 0	100	79	68 8 6
Monikie, Female F.C. 6	- - -	79	51	46 15 0
MONTROSE (BURGH):				
Academy, Infant P. 12	- - -	105	36	27 17 6
Erskine Street - P. 12	- - -	152	149	120 10 6
Half Time - P. 10	*200 0 0 }	320	163	116 14 1
" - "	126 0 0 }			
High Street - P. 12	- - -	80	133	109 12 10
Lochside - - P. 11	132 13 9	120	83	43 5 10
Montrose - - P. 11	382 0 0	381	238	174 13 9
Townhead - P. 11	38 10 0	396	390	294 0 11
White's Place - P. 11	- - -	204	142	107 4 0
White's Place, Infant - - P. 12	- - -	163	139	90 8 0
Castle Street Mission - - 2	373 5 0	251	174	144 7 0
Chapel Works, Half Time - 10	- - -	117	49	47 19 6
MONTROSE (BURGH)—*cont.*				
Dorward's Seminary - - 12	- - -	259	248	215 1 0
Union Works - 10	- - -	86	23	16 8 0
" - 7	- - -	—	22	12 6 9
MONTROSE (LANDWARD):				
Loanhead - - P. 2	404 15 0	208	119	96 5 6
Hill Side - - F.C.	169 0 0			
MURROES:				
Murroes - - P. 5	230 0 0	150	110	102 10 0
NEWTYLE:				
Newtyle - - P. 6	258 12 8	200	146	137 8 0
OATHLAW:				
Oathlaw - - P. 3	- - -	74	51	54 13 6
PANBRIDE:				
Muirdrum - P. 4	76 13 5	51	37	35 10 6
Panbride - - P. 4	161 15 6	150	168	161 9 0
PERSIE (*see* PERTHSHIRE).				
RESCOBIE:				
Rescobie - - P. 4	- - -	62	31	29 12 6
RUTHVEN:				
Ruthven - - P. 3	- - -	64	43	47 14 6
ST. VIGEAN'S & ARBROATH (LANDWARD):				
Colliston - P. 3	193 2 6	170	93	78 16 0
St. Vigean's - P. 3	192 6 10	150	98	51 15 3
STRACATHRO:				
Stracathro - P. 3	- - -	146	68	54 0
TANNADICE:				
Burnside of Inchewan - - P. 4	90 0 0	67	41	38 5 6
Denside - - P. 4	- - -	75	36	27 4 0
Tannadice - P. 3	- - -	134	65	44 18 0
TEALING:				
First - - - P. 6	114 18 5	138	98	89 16 0
Second - - P. *c*	73 10 0			
HADDINGTON.				
ABERLADY:				
Aberlady - - P. 4	- - -	170	150	141 10 0
ATHELSTANEFORD:				
Athelstaneford - P. 5	51 15 0	160	102	100 15 0
BOLTON:				
Bolton - - P. 2	- - -	68	31	25 4 6
DIRLETON:				
Dirleton - - P. 5	- - -	145	97	77 6 6
Gullane - - P. 5	- - -	81	53	56 4 6
Kingston - - P. 6	- - -	102	64	56 0 0

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Haddington—*cont.*	£ s. d.			£ s. d.
DUNBAR (BURGH):				
Dunbar, Burgh P. 3	- - -	250	162	140 19 0
Lamer - - P. 5	- - -	250	260	178 12 0
Dunbar - - F.C.	64 0 0			
DUNBAR (LANDWARD):				
Belhaven - - P. *c*	121 3 9			
East Barns - P. 3	- - -	107	90	59 6 6
West Barns - P. 5	- - -	191	130	106 15 0
GARVALD:				
Garvald - - P. 4	- - -	125	86	76 3 0
GLADSMUIR:				
Gladsmuir - P. 6	- - -	113	60	40 3 0
Longniddry - P. 6	280 0 0	144	84	59 17 0
Macmerry - P. 11	- - -	124	78	45 10 0
Samuelston - Ch. 6	- - -	61	25	24 0 0
HADDINGTON (BURGH):				
Industrial - - P. *c*	129 15 9			
Primary - - P. 4	356 12 0	627	536	516 8 6
Roman Catholic 6	165 0 0	165	102	89 5 0
HUMBIE:				
Crossroads - P. 6	- - -	128	97	82 9 6
Humbie - - P. 4	- - -	102	26	17 12 0
Leaston - - Ch. 4	- - -	53	29	23 13 0
INNERWICK:				
Innerwick - P. 4	- - -	126	87	76 1 6
MORHAM:				
Morham - P. 4	140 5 7	54	35	17 15 6
NORTH BERWICK:				
North Berwick P. 4	472 5 0	400	304	259 17 0
Halflin Barns, Subscription- 4	- - -	68	49	40 14 6
OLDHAMSTOCKS:				
Oldhamstocks - P. 5	- - -	103	48	43 13 11
ORMISTON:				
Ormiston - - P. 5	- - -	145	126	121 8 0
PENCAITLAND:				
Pencaitland - P. 3	- - -	66	44	33 11 0
Pencaitland, No. 2 P. 3	- - -	69	61	28 1 3
PRESTONKIRK:				
East Linton - P. 3	- - -	371	202	174 15 0
Prestonkirk (late F.C.) - - P. *c*	100 0 0			
PRESTONPANS:				
Prestonpans - P. 4	501 5 0	426	379	331 12 6
Prestonpans - F.C.	104 0 0			
SALTON:				
Salton - - P. 5	130 7 6	112	81	55 9 6
SPOTT:				
Spott - - P. 8	74 5 0	133	69	60 10 6
STENTON:				
Stenton - - P. 4	-	170	87	5 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Haddington—*cont.*	£ s. d.			£ s. d.
TRANENT:				
Cockenzie, District P. 12	- - -	391	314	225 14 0
Elphinstone - P. 2	145 0 0	154	126	98 14 0
Tranent - - P. 2	650 19 7	500	466	423 8 2
Tranent - - F.C. *c*	72 10 0			
WHITEKIRK AND TYNNINGHAME:				
Tynninghame - P. 5	48 17 6	134	62	46 18 0
Whitekirk - P. 5	103 10 0	100	77	67 16 0
WHITTINGHAME:				
Whittinghame - P. 5	- - -	93	55	46 9 6
YESTER:				
Yester - - P. 4	- - -	174	111	103 3 6
Longyester - P. 4	- - -	43	34	37 19 0
INVERNESS.				
ABERNETHY AND KINCARDINE:				
Abernethy - P. 5	353 10 0	198	112	108 0 0
Dorback - P. 5	483 7 3	40	11	26 2 6
Glenbrown and Glenlochy - P. 5	- - -	42	16	32 6 0
Tullock - - P. 5	706 5 9	80	25	50 18 0
ACHARACLE (*see* ARGYLLSHIRE).				
ALVIE:				
Alvie - - - P. 4	700 0 0	150	42	60 18 6
Lagganlia - - P. 4	- - -	53	39	49 9 6
ARDERSIER:				
Ardersier - - P. 12	610 17 1	200	73	64 2 6
ARDNAMURCHAN (*see* ARGYLLSHIRE).				
BARRA:				
Castlebay - - P. 8	904 9 8	170	112	116 18 0
Craigston - - P. 8	- - -	68	51	43 8 6
Minglay - - P. 8	494 13 10	80	28	41 11 8
Northbay - - P. 8	799 19 8	100	74	46 19 3
BOLESKINE AND ABERTARFF:				
Boleskine - - P. 4	848 2 3	100	36	47 2 6
Fort Augustus - P. 4	891 18 6	100	44	43 18 6
Knockchoilum - P. 4	693 10 4	40	10	9 16 6
Whitebridge - R. 4	- - -	68	12	9 14 6
BRACADALE:				
Carbost - - P. 6	714 8 0	70	49	68 5 6
Glenbrittle - P.	491 3 0	30		
Soay - - - P. 6	606 9 8	30	20	26 11 6
Struan - - P. 8	700 3 1	70	27	39 12 6
Carbost - - G.A.	125 0 0			
CROMDALE (*see* ELGINSHIRE).				
CROY AND DALCROSS:				
Clava - - P. 1	825 0 0	100	36	43 6 0
Croy - - - P. 1	872 0 0	150	103	115 12 6

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Inverness—*cont.*	£ s. d.			£ s. d.
DAVIOT AND DUNLICHTY:				
Daviot - - P. 2	774 9 0	80	25	36 12 0
Daviot (late F.C.) P. *c*	85 0 0			
Dunmaglass - P. 2	666 5 0	50	15	26 9 6
Farr - - - P. 2	829 12 6	90	44	53 15 0
Nairnside - - 2	- - -	90	53	59 2 6
Strathnairn - E. 2	- - -	108	19	13 7 8
DORES:				
Aldourie - - P. 3	550 12 6	125	36	43 14 0
Bunchrubin - P. 3	905 14 8	80	20	37 9 0
Stratherrick - P. 3	912 10 0	110	44	48 8 0
Stratherrick - F.C.	226 16 0			
DUIRINISH:				
Borraraig - P. 8	635 12 6	50	29	31 5 0
Borrodale - P. 8	854 2 5	170	83	97 7 6
Colbost - - P. 8	85 10 0	81	42	49 3 0
Dunvegan - P. 8	697 12 1	84	58	58 15 0
Edinbain - - P. 8	- - -	95	28	3 0
Knockbreck - P. 8	698 0 0	90	45	44 19 0
Lochbay - P. 8	801 18 10	90	36	36 10 0
Vattin Bridge - P. 8	799 11 2	140	62	57 16 0
Arnizort - - F.C. 8	- - -	108	34	35 8 0
Edinbain - - G.A.	180 0 0			
Loanmore - F.C.	181 0 0			
DUTHIL AND ROTHIEMURCHUS:				
Deshar - - P. 4	744 19 5	120	64	85 1 0
Duthil - - P. 4	771 12 5	120	39	49 3 6
Rothiemurchus P. 4	743 4 6	100	55	57 18 0
GLENELG:				
Arnisdale - - P. 8	617 0 0	45	28	43 13 0
Brinacory - - P. 8	652 10 0	36	15	33 4 0
Earir - - - P. 8	618 5 7	30	15	32 3 6
Glasnacardock - P. 8	682 2 11	60	52	59 6 0
Glenelg, District P. 8	748 16 4	80	44	54 18 0
Inverie - - P. 8	613 8 7	50	33	47 17 6
GLENGARRY:				
Invergarry - P. 4	- - -	112	45	64 7 6
Inshlaggan - P. *c*	588 1 0			
HARRIS:				
Bernera - - P. 5	1,048 0 0	80	50	50 9 0
Denishader - P. 5	998 19 3	108	24	28 14 0
Finsbay - - P. 5	769 0 0	52	30	38 15 0
Kyles Scalpa - P. 5	833 9 3	78	48	68 16 0
Kyles Stocknish P. 5	1,068 0 0	125	51	30 10 0
Manish - - P. 5	1,110 0 0	95	78	70 16 0
Obe - - - P. 5	1,160 9 0	88	41	41 3 0
Scalpa - - P. 5	1,018 10 0	127	77	81 0 0
Scarp - - P. 5	892 10 0	30	36	56 6 0
Scarista - - P. 5	755 0 0	42	14	34 3 0
Tarbert - - 5	- - -	98	54	37 15 0
INSH:				
Insh - - - P. 5	361 16 6	88	35	27 8 2
INVERNESS (BURGH):				
Central - - P. 11	365 0 0	555	358	296 7 0
Clachnaharry - P. 11	177 0 0	150	54	45 4 0
High - - - P. 11	889 18 8	440	325	310 15 6
Merkinch - - P. 11	364 0 0	551	484	423 9 0
Cathedral, Boys E. 11	- - -	150	101	78 18 0
Farraline Park, Dr. Bell's - 11	- - -	760	402	351 0 6
Rainings - - Ch. 11	{*125 0 0 87 0 0}	530	439	395 18 6
Roman Catholic 11	- - -	206	122	91 14 0
The Bishop's - E. 11	530 0 0	198	148	101 9 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Inverness—*cont.*	£ s. d.			£ s. d.
INVERNESS (LANDWARD):				
Abriachan - P. 1	724 2 1	100	47	49 7 6
Culcabock - P. 1	749 6 0	100	69	69 4 0
Culduthel - P. 1	689 13 1	100	57	49 8 0
Culloden - - P. 1	- - -	136	74	77 19 0
Dochgarroch - P. 1	956 9 2	100	61	71 16 0
KILMALLIE (*see* ARGYLLSHIRE).				
KILMONIVAIG:				
Kilmonivaig - P. 3	695 16 0	90	46	59 4 0
Roy Bridge - P. 3	964 7 2	92	34	50 0 0
Tomcharich - P. 3	524 13 6	30	10	23 14 0
KILMORACK:				
Beauly - - P. 12	1,479 9 3	250	182	171 8 0
Cannick Bridge P. 4	1,009 0 3	60		
Teanassie - - P. 4	1,033 14 0	80	68	79 14 0
Beauly - - R. 12	- - -	90	30	27 13 0
Marydale - - R. 4	- - -	68	14	16 15 0
KILMUIR:				
Kilmaluig - P. 8	770 1 0	70	37	21 1 0
Kilmuir - - P. 8	1,199 2 6	132	44	27 11 0
KILTARLITY:				
Culburnie - - P. 4	679 15 0	90	45	44 9 0
Glenconvinth - P. 4	668 3 6	101	55	51 10 0
Gnisachan - - P. 4	- - -	250	33	26 13 3
Struy - - P. 4	957 6 8	50	15	27 2 0
Tomnacross - P. 4	318 14 10	150	71	65 10 0
Eskadale - - R. 4	- - -	85	20	32 6 0
KINGUSSIE:				
Dalwhinnie - P. 3	513 10 0	35	16	39 10 0
Kingussie - - P. 3	1,963 14 9	220	137	138 0 0
Newtonmore - P. 3	383 11 9	134	82	71 17 0
KIRKHILL:				
Inchmore - - P. 1	900 0 0	160	63	57 13 6
Kirkton - - P. 1	591 1 0	60	41	54 3 6
Knockbain - P. 1	616 1 0	75	73	71 14 0
LAGGAN:				
Gergask - - P. 5	803 3 4	72	43	67 18 6
Glentruim - P. 5	677 0 0	36	16	31 12 0
Lochlaggan - P. 5	770 0 0	40	26	38 16 0
MOY AND DALAROSSIE:				
Dalarossie - P. 4	624 6 6	50	13	26 2 6
Raibeg - - P. 4	720 1 6	90	39	36 4 6
Moy - - - F.C.	75 12 0			
NORTH UIST:				
Balashare - - P. 8	671 19 5	50	31	31 18 0
Boreray - - P. 8	507 5 2	40	29 12	43 8 0 4 5 6
Carinish - - P. 8	837 6 1	80	66 18	90 11 0 7 12 0
Claddach Kirkibost P. 8	497 16 8	40	48	48 6 0
Dunskellar - P. 8	796 0 0	90	38 16	53 18 6 7 4 0
Grimisay - P. 8	783 7 1	70	43	39 9 0
Heisker - - P. 8	557 7 2	25	24	43 5 0
Locheport - P. 8	491 3 11	40	28	36 13 0
Lochmaddy - P. 8	567 10 4	39	32	55 11 0
Paible - - P. 8	1,245 19 6	180	125 43	145 8 6 21 12 0
Tighary - - P. 8	792 13 2	90	68	81 5 0
Trumisgarry - P. 8	565 6 10	25	20	38 12 0

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Inverness—*cont.*	£ s. d.			£ s. d.
PETTY:				
East - - - P. 1	1,006 13 0	140	98	84 17 0
West - - - P. 1	1,053 17 6	150	59	55 12 0
PORTREE:				
Braes - - P. 7	241 6 6	90	31	17 14 0
Glens - - P. 6	705 13 0	30	16	25 12 0
Portree - - P. 7	1,476 5 4	180	163	198 1 0
Raasay - - P. 6	528 4 4	62	48	50 17 6
Rona - - P. 6	652 11 10	30	26	28 8 0
Sconser - - P. 7	656 6 0	50	31	40 1 0
Torran - - P. 6	774 14 9	60	19	27 19 0
Braes, MacDiarmid, Endowed 7	- - -	154		
SLEAT:				
Aird - - - P. 7	782 5 0	68	52	49 19 0
Ardvaser - - P. 7	846 0 3	46	26	32 7 0
Duisdale - - P. 7	969 13 6	116	42	38 19 0
Ferrindonald - P. 7	676 5 9	90	40	34 13 0
Kylerhea - - P. 7	- - -	34	12	23 13 0
Tarscabhaig - P. 7	753 5 0	80	23	26 6 0
SMALL ISLES:				
Canna - - P. 8	471 11 10	25	12	24 17 9
Rigg - - - P. 8	537 10 9	60	25	27 9 0
SNIZORT:				
Bernisdale - P. 8	1,239 3 10	153	80	63 16 0
Glenhinisdale - P. 8	579 8 9	53	21	33 11 0
Keusaleyre - P. 7	653 10 4	76	34	28 17 0
Uig - - - P. 8	1,057 3 7	140	62	27 2 5
Bernisdale - F.C.	133 0 0			
Snizort, Macdiarmid Foundation - - Ch. 7	- - -	64	34	33 18 0
SOUTH UIST:				
Balivanich - P. 8	1,062 13 6	133	48	58 17 0
			32	14 15 6
Daliburgh - P. 8	1,152 6 9	140	78	70 16 0
			41	18 6 6
Eriskay - - P. 8	1,047 1 4	86	73	74 19 6
			41	23 11 6
Garynamonie - P. 8	1,143 18 8	144	115	133 14 6
			70	25 7 6
Howmore - - P. 8	854 0 0	84	42	45 16 0
Jochdar - - P. 8	1,073 4 3	140	94	74 9 0
			50	18 2 6
Lochboisdale Evg. P.	- - -	—	36	16 19 0
Stoneybridge - P. 8	1,143 1 4	100	42	55 14 0
Torlum - - P. 8	- - -	196	55	57 16 0
			28	15 12 0
STENSCHOLL:				
Staffin - - P. 8	971 5 4	122	103	88 17 0
Valtos - - P. 8	995 0 0	90	65	56 1 0
STRATH:				
Breakish - - P. 7	777 12 3	62	60	48 7 0
Broadford - P. 6	956 7 11	132	79	55 3 3
Dunan - - P. 7	734 16 10	63	37	35 16 0
Elgol - - P. 6	737 17 9	49		
Heast - - P. 7	648 8 11	22	9	8 12 6
Kyleakin - - P. 7	709 10 2	44	26	35 3 0
Torrin - - P. 6	722 0 9	47	36	37 8 10
URQUHART AND GLENMORISTON:				
Balnain - P. 5	986 19 6	97	38	47 11 0
Bunloit - - P. 5	880 2 6	60	53	68 12 0
Corrymony - P. 5	681 0 6	60	12	26 1 0
Dalchreichard - P. 5	852 17 6	63	31	45 3 6
Glen Urquhart P. 5	2,040 12 6	233	115	110 2 0
Invermoriston - P. 5	831 9 9	55	23	41 9 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
KINCARDINE.	£ s. d.			£ s. d.
ARBUTHNOT:				
Arbuthnot - P. 4	- - -	107	86	80 11 0
BANCHORY-DEVENICK:				
Banchory Devenick - - P. 2	134 0 0	168	105	97 10 6
Findon - - P. 2	247 8 1	160	120	110 14 0
Porthlethen - P. 2	- - -	171	139	126 9 6
Cults Private Endowment - 7	- - -	154	102	96 8 0
BANCHORY-TERNAN:				
Central - - P. 4	334 17 11	308	185	191 13 6
Crathes - - P. 4	186 0 5	95	66	56 6 0
Inchmarlo - P. 4	128 5 0	90	85	81 6 6
Tilquhillie - P. 4	- - -	61	20	36 1 0
Loanhead - F.C.	206 15 0			
Raemoir - - 4	- - -	46	25	19 18 0
Reid and Burnett, Endowed Female - - 4	- - -	100	78	76 7 0
BENHOLM:				
Benholm - - P. 4	- - -	76	63	54 16 6
Johnshaven - P. 12	187 3 9	282	229	189 1 0
BERVIE:				
Bervie - - P. 12	- - -	143	149	129 7 6
Gourdon - - P. 12	298 10 0	180	160	121 15 0
Gordon's Female - - Ch. 12	- - -	122	87	75 13 6
DRUMOAK (*see* ABERDEENSHIRE).				
DUNNOTTAR:				
Brackmuirhill - P. 4	- - -	94	68	73 0 0
Dunnottar - P. 0	- - -	212	242	350 15 6
			49	17 18 6
Stonehaven - E. 12	- - -	98	83	51 6 0
DURRIS:				
Crossroads - P. 2	180 6 3	100	69	65 8 6
Woodlands - P. 2	219 16 3	130	63	63 0 6
FETTERCAIRN:				
Fettercairn - P. 5	- - -	176	147	110 10 0
Fettercairn (late F.C.) - - P. *o*	59 0 0			
Inch - - - P. 5	184 5 7	120	51	40 12 6
Fasque - - 5	- - -	74	61	54 0 6
FETTERESSO AND RICKARTON:				
Cairnhill - - P. 1	220 5 0	120	96	86 7 0
Cookney - - P. 3	137 8 4	99	50	55 16 0
Muchalls - - P. 3	127 18 1	55	46	43 19 0
Netherley - P. 5	110 0 0	40	51	43 10 10
Rickarton - - P. 1	- - -	124	76	86 11 0
Stonehaven - P. 3	451 13 11	400	434	379 15 0
Tewel - - P. 1	133 0 11	50	47	37 7 0
Newtonhill - E. 12	- - -	71	45	28 16 0
FORDOUN:				
Fordoun - - P. 5	- - -	208	155	157 5 6
Landsend - - P. 2	125 0 0	62	32	25 3 0
Tipperty - - P. 5	- - -	49	20	32 2 0
GARVOCK:				
Garvock - - P. 4	- - -	92	32	48 0 0

o School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Kincardine—*cont.*	£ s. d.			£ s. d.
GLENBERVIE:				
Brae - - - P. 2	135 2 6	60	45	55 8 0
Glenbervie - P. 2	- - -	125	94	77 10 0
KINNEFF AND CATTERLINE:				
Barras - - P. 4	137 3 9	60	48	58 4 0
Kinneff - - P. 4	- - -	145	66	65 17 0
Catterline - E. 4	- - -	71	49	42 11 6
LAURENCEKIRK:				
Laurencekirk - P. 1	451 0 4	305	231	205 11 6
Redmyre - - P. 5	218 10 11	120	100	98 15 0
Laurencekirk - E. 5	- - -	96	69	60 1 6
MARYCULTER:				
Boys - - - P. 4	- - -	75	35	32 5 0
East, Girls and Infants - - P. 4	69 15 0	60	33	33 4 6
West, Girls and Infants - - P. 4	69 15 0	60	45	39 17 11
MARYKIRK:				
Luthermuir - P. 2	- - -	155	74	68 14 0
Marykirk - - P. 4	- - -	180	115	112 3 6
NIGG:				
Cove - - - P. 2	- - -	111	66	46 11 0
Kirkhill - - P. 2	- - -	118	116	101 10 0
Torry - - P. 2	330 16 8	313	281	245 17 6
Cove - - - E. 11	- - -	104	43	30 12 0
ST. CYRUS:				
St. Cyrus - - P. 2	- - -	222	173	152 2 6
Shortside - - P. 4	- - -	42	38	28 3 0
STRACHAN:				
Glendye - - P. 4	- - -	55	12	24 3 0
Strachan - - P. 4	175 4 1	120	70	63 16 0
Kinross.				
CLEISH:				
Cleish - - P. 2	- - -	81	70	79 8 0
FOSSOWAY AND TULLIEBOLE:				
Carnbo - - P. 2	- - -	68	46	58 2 0
Fossoway - - P. 2	117 17 6	188	50	47 0 0
Fossoway - - F.C. *c*	80 0 0			
KINROSS:				
North - - P. 2	268 11 10	300	181	176 15 9
South - - P. 2	115 0 0	115	89	68 16 6
ORWELL:				
Orwell - - P. 2	161 12 7	190	87	73 13 0
Milnathort, Brand's 2	- - -	151	154	146 4 0
PORTMOAK:				
Portmoak - P. 2	- - -	162	109	88 0 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Kirkcudbright.	£ s. d.			£ s. d.
ANWOTH:				
Fleetside, Boys P. 3	158 5 0	91	64	71 7 0
Fleetside, Girls P. 3	- - -	85	44	45 7 0
Laggan Branch P. *c*	221 0 0			
Skyreburn - P. 4	159 13 1	70	25	39 4 6
BALMACLELLAN:				
Endowed, Free P. 5	- - -	145	72	66 15 0
Ironmaccannie P. 5	- - -	61	30	37 5 0
Monybuie - P. 5	- - -	31	13	28 8 6
BALMAGHIE:				
Glenlochar - P. 4	138 15 0	60	42	40 5 0
Laurieston - P. 4	127 17 1	120	46	33 11 0
Laurieston, Female - P. *c*	78 0 0			
BARGRENNAN:				
Bargrennan - P. 4	- - -	60	17	30 0 6
Knowe - - P. 4	- - -	48	15	28 18 6
BORGUE:				
Borgue - - P. 4	223 4 0	178	190	201 14 0
BUITTLE:				
High - - - P. 2	144 0 3	88	51	48 2 6
Palnackie - - P. 2	94 15 0	100	84	79 9 8
CARSPHAIRN:				
Carsphairn - P. 5	- - -	75	51	79 7 6
COLVEND AND SOUTHWICK:				
Barnbarrock - P. 2	65 0 0	83	47	50 11 6
Colvend - - P. 2	95 16 3	81	55	40 19 6
Southwick - P. 2	245 15 10	120	73	78 4 0
CORSOCK:				
Corsock - - P. 6	- - -	119	39	65 11 0
CROSSMICHAEL:				
Clarebrand - P. 3	196 17 6	100	86	94 16 0
Crossmichael - P. 3	306 15 0	200	89	87 12 6
DALRY:				
Corseglass - P. 5	- - -	37	10	23 17 0
Dalry - - P. 5	205 9 0	125	99	92 4 6
Stroanfreggan P. 5	- - -	32	11	26 9 6
GIRTHON:				
Girthon - - P. 3	- - -	140	105	106 8 6
Cally, English - E. 4	- - -	139	74	78 3 0
IRONGRAY:				
Roughtree - P. 1	112 14 1	62	45	51 16 6
Shawhead - P. 1	- - -	105	67	59 8 6
KELLS:				
Kells - - - P. 5	- - -	193	99	96 6 6
Mossdale - - P. 5	- - -	41	42	51 15 0
KELTON:				
Castle Douglas "A." - - P. 2	54 0 0	185	183	185 18 6
Castle Douglas, "B." - - P. 2	377 1 8	300	185	179 9 6
Gelston - - P. 2	94 0 0	103	58	63 10 0
Rhonehouse - P. 2	104 10 0	116	71	52 4 6
Castle Douglas F.C. *c*	304 1 3			
Castle Douglas - R. 10	- - -	121	96	75 1 0

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Kirkcudbright—*cont.*	£ s. d.			£ s. d.
KIRKBEAN:				
Kirkbean - - P. 5	- - -	186	94	87 14 0
Preston - - P. 5	- - -	62	30	36 6 0
KIRKCUDBRIGHT:				
Town-End - P. 3	- - -	168	92	87 15 0
Townhead - P. 3	- - -	103	46	43 19 0
Whinnie Liggate P. 3	- - -	77	58	54 12 6
Ad Church - G.A. 3	- - -	152	148	128 14 0
Roman Catholic 5	- - -	82	49	40 1 6
KIRKGUNZEON:				
Kirkgunzeon - P. 2	65 14 4	120	97	110 5 6
KIRKMABRICK:				
Kirkdale - - P. 4	87 10 7	70	55	44 7 0
Kirkmabreck - P. 4	- - -	243	161	140 3 0
KIRKPATRICK-DURHAM:				
Kirkpatrick-Durham - - P. 3	- - -	172	142	133 9 0
PHRUTTON:				
Pochrutton - P. 2	- - -	119	67	56 8 6
PINIGAFF:				
Free Bridge - P. 4	29 0 0	116	81	79 3 6
Tronard - - P. 4	165 0 0	100	74	84 8 0
W ABBEY:				
Pochend - - P. 5	75 0 0	95	33	39 9 6
New Abbey - P. 5	235 10 0	150	81	80 10 6
TON:				
Parton - - P. 3	- - -	118	46	57 1 0
RRICK:				
Auchenchairn - P. 4	329 8 9	260	136	155 5 0
Sundrennan - P. 4	248 12 0	100	90	91 15 0
Auchencairn - F.C. *c*	75 0 0			
RREGLES:				
Terregles - - P. 1	124 1 3	60	57	53 15 6
NGLAND:				
England - - P. 3	- - -	86	58	51 16 0
Kingford, Female Industrial - 3	- - -	75	39	28 14 0
OQUEER:				
Crumsleet - P 2	- - -	127	51	44 7 6
Lauriknowe - P. 6	133 12 6	422	311	310 0 6
Maxwelltown, Glasgow St. - P. 6	498 10 10	359	238	229 7 0
Whinnyhill - P. 2	149 16 3	78	30	25 1 0
YNHOLM:				
Wynholm - P. 4	- - -	184	81	81 15 6
R:				
Rockstford - P. 2	62 5 0	96	57	48 0 6
Talbeattie - P. 2	505 2 6	500	381	333 7 6
Talbeattie, Female - P. 2	176 9 4	65	42	39 6 0
Talbeattie, High Street - - P. *c*	55 0 0			
Talbeattie, Mill Street - P. *c*	140 0 0			
Tardgate - - P. 2	212 15 0	162	70	61 19 0
URR—*cont.*				
Milton - - P. 2	137 0 0	72	38	42 8 0
Springholm - P. 4	141 13 9	70	45	35 8 6
Dalbeattie - R. 3	- - -	154	91	73 10 6

LANARK.

AIRDRIE (BURGH):				
Academy - P. 5	- - -	322	336	347 4 0
			42	20 5 6
Albert - - P. 1	460 0 0	400	377	329 17 6
Chapelside - P. 10	- - -	522	312	301 19 4
Rawyard's - P.	*150 0 0			
Victoria - - P. 5	532 18 9	400	540	511 16 6
St. Margaret's - R. 11	- - -	715	454	391 3 0
West F.C.	372 10 0			
AVONDALE:				
Ball Green - P. 2	349 10 0	302	267	233 12 6
			29	15 8 6
Barnock - - P. 2	- - -	63	15	27 13 0
Crosshill - - P. 2	*250 0 0 245 5 0	405	303	301 6 3
Drumclog - P. 2	- - -	59	25	38 10 6
Gilmourton - P. 2	- - -	69	47	52 9 0
Glengivel - - G.A.	100 0 0			
Strathaven - R. 3	- - -	90	26	5 6 3
BIGGAR:				
East - - P. 7	166 1 3	102	95	92 16 6
South - - P. 7	245 0 0	110	83	59 14 0
West - - P. 7	- - -	211	141	132 16 0
BLANTYRE:				
High - - P. 11	460 1 3	592	513	635 18 2
			32	14 18 0
Low - - P. 11	460 1 3	650	627	777 4 4
Auchentibber - R. 11	- - -	117	69	43 4 0
St. Joseph's - R. 11	- - -	513	379	459 5 3
BOTHWELL:				
Bellshill - - P. 12	454 11 10	439	359	430 0 11
Bothwell - - P. 4	*60 0 0 74 7 6	182		
Carnbroe - - P. 4	380 0 0	254	93	77 10 0
Chapelhall - P. 10	252 0 0	370	241	263 11 11
Holytown - - P. 10	330 15 0	320	255	280 11 3
Mossend - - P. 12	- - -	361	378	433 15 10
Newarthill - P. 11	264 0 0	257	274	365 13 4
New Stevenston P. 11	75 0 0	300	225	256 17 4
Tannochside - P. 10	424 15 0	400	115	137 3 9
Uddingstone - P. 4	319 0 0	659	535	545 9 6
Bellshill, West End - - Ch. 12	- - -	262	248	307 8 4
Bredisholme, Provanhall Colliery - - 12	- - -	374	298	385 12 4
Carfin Colliery 12	- - -	110	113	146 14 7
Carfin Colliery, Female - - 12	- - -	127	78	99 9 0
Carfin - - R. 12	- - -	193	154	195 7 2
Chapelhall - R. 10	- - -	225	167	144 8 9
Mossend - - R. 12	- - -	460	407	491 1 0
Uddingstone St. John Baptist R. 11	- - -	311	139	159 10 0

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Lanark—*cont.*	£ s. d.			£ s. d.
CADDER:				
Auchinearn - P. 2	366 19 0	300	157	155 3 11
Auchinloch - P. 7	- - -	81	79	78 1 6
Bishopsbridge - P. 2	- - -	74	69	65 10 6
Cadder - - P. 2	- - -	151	96	96 15 0
Chryston - - P. 7	534 3 5	450	224	200 13 0
Gartcosh - - P. 7	197 15 0	120	61	53 16 0
Lochfauld - P. 2	- - -	91	79	64 4 0
Chryston - - P.C. *c*	178 0 0			
Chryston, Female Subscription - *c*	*70 0 0			
CALDERHEAD:				
Allanton - - P. 1	- - -	161	57	47 0 0
Calderhead - P. 7	388 17 0	420	263	272 9 0
Shotts - - P.C. 7	- - -	249	246	197 0 0
Shotts, St. Patrick's R. 12	- - -	205	187	108 0 0
CAMBUSLANG:				
Cambuslang - P. 6	- - -	527	438	441 17 0
Hallside - - P. 6	- - -	447	446	455 0 0
Kirkhill - - P. 6	303 17 6	436	391	407 9 6
			27	12 15 6
Newton - - P. 6	292 10 0	250	160	135 13 0
St. Bride's - R. 6	- - -	343	174	140 16 0
CAMBUSNETHAN:				
Berryhill - - P. 10	533 5 0	443	377	329 17 6
Cambusnethan P. 6	146 12 6	472	413	413 10 6
Morningside - P. 10	533 5 0	400	203	183 19 2
Waterloo - - P. 10	533 5 0	400	169	165 11 6
Wishaw Academy P. 6	318 12 6	339	318	296 13 0
			31	11 6 6
Wishaw - - P. 6	552 0 0	551	559	491 0 11
Chapel - -	212 0 0			
Coltness Iron Company's Overtown 6	- - -	388	253	269 14 6
Coltness Iron Works, New Mains - - 6	842 0 0	682	548	565 8 0
			40	13 12 6
New Mains - R. 6	- - -	151	107	88 5 0
Overton - R. 6	- - -	101	58	47 10 0
Wishaw, Lady Belhaven's - 6	- - -	50	41	24 8 0
Wishaw, Main Street, Female 6	- - -	64	60	48 1 0
Wishaw - - R. 6	- - -	583	232	246 15 0
CARLUKE:				
Braidwood - P. 4	171 2 6	168	115	92 14 0
Carluke, Girls and Infants - P. 4	100 0 0	148	127	108 5 6
Kilcadzow - P. 4	87 2 6	70	58	56 14 0
Law - - - P. 4	357 17 5	250	279	223 10 0
Market Place - P. 4	769 0 0	600	509	504 2 0
Yieldshields - P. 4	108 15 0	100	62	58 19 0
Carluke - R. 4	- - -	112	86	72 19 0
CARMICHAEL:				
Carmichael - P. 5	- - -	91	78	84 17 0
CARMUNNOCK:				
Carmunnock - P. 2	140 0 0	120	94	94 9 0
CARNWATH:				
Auchengray - P. 4	196 5 0	132	48	56 10 0
Braehead - - P. 4	390 6 10	193	90	89 8 0
Forth - - P. 4	341 12 6	250	128	111 10 0
Haywood - - P. 4	345 0 4	270	180	128 10 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Lanark—*cont.*	£ s. d.			£ s. d.
CARNWATH—*cont.*				
Newbigging - P. 4	82 8 9	67	34	26 10 0
New Carnwath P. 4	- - -	81	53	43 14 0
Old Carnwath - P. 4	198 11 3	183	101	96 2 0
Wilsontown Colliery - - 4	- - -	259	182	150 5 0
CARSTAIRS:				
Carstairs - - P. 3	- - -	166	155	150 13 6
Caledonian Railway Co.'s 3	- - -	246	157	148 8 6
St. Joseph - R. 6	- - -	59	51	44 12 0
CLARKSTON:				
Airdrichill - P. 7	365 0 0	300	165	138 8 0
Caldercruix - P. 11	242 12 6	251	200	176 19 0
Clarkston - - P. 11	290 14 3	510	370	353 14 0
			18	8 14 6
Longrigg - - P. 7	225 10 0	302	285	240 11 0
Longriggend - R. 10	- - -	237	110	78 12 2
COVINGTON AND THANKERTON:				
Covington - - P. 5	- - -	70	55	66 7 6
CRAWFORD:				
Crawford - - P. 5	- - -	106	58	72 0 0
Daer and Powtrail - - P. 5	- - -	27	10	23 5 0
Summit - - P. 5	- - -	53	29	34 17 0
CRAWFORDJOHN:				
Crawfordjohn - P. 5	- - -	105	59	52 3 6
Whitecleuch - P. 5	- - -	41	14	26 9 0
Abington, Sir E. Colebrooke's 5	- - -	93	50	56 11 0
CULTER:				
Culter - - P. 5	- - -	90	56	59 5 0
DALSERF:				
Dalserf - - P. 6	- - -	202	193	189 14 0
Shawsburn - P. 6	306 1 0	300	224	223 19 0
			34	15 18 6
DALZIEL:				
Craigneuk - P. 11	397 16 9	666	282	315 4 0
Dalziel - - P. 11	200 0 0	868	492	419 16 0
Muir Street - P. 11	489 2 6	400	336	288 14 0
			43	20 2 0
Craigneuk - R. 10	- - -	238	200	151 7 0
Motherwell Iron Works - - 11	- - -	563	550	526 15 0
Motherwell - R. 11	- - -	524	367	332 14 6
DOLPHINTON:				
Dolphinton - P. 4	- - -	83	46	53 1 0
DOUGLAS:				
Douglas - - P. 3	251 6 3	250	171	171 14 6
Rigside - - P. 3	- - -	157	97	93 9 6
Stablestone - P. 3	- - -	130	83	84 12 0
DUNSYRE:				
Dunsyre - - P. 4	- - -	46	28	38 8 0
EAST KILBRIDE:				
Auldhouse - P. 4	- - -	98	44	51 6 0
East Kilbride - P. 4	- - -	282	185	184 13 6
Jackton - - P. 4	83 5 0	76	47	44 9 0
Maxwelton, Endowed - -	150 0 0	138	77	69 12 6

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Lanark—*cont.*	£ s. d.			£ s. d.
GLASFORD:				
Chapelton - - P. 2	226 5 0	140	96	86 5 0
Glasford - - P. 2	- - -	119	91	82 8 0
GLASGOW (BURGH):				
Abbotsford - P. 3	1,112 3 2	1050	972	1,109 18 0
			87	34 10 6
Anderston - P. 2	*850 0 0	886	823	754 6 0
Annfield - - P. 5	- - -	409	382	350 8 0
Balfour - - P. 4	- - -	342	155	128 7 0
Barrowfield - P. 11	716 7 6	742	689	622 17 6
Bishop Street - P. 4	1,384 10 0	1380	1,052	971 7 0
			204	96 3 6
Bridgeton, half time P. 1	*375 0 0	331	125	129 9 6
" - "	72 0 0			
Brownfield - P. 3	*700 0 0	324	282	237 9 0
Buchan Street - P. 12	- - -	997	741	652 17 11
Burnbank - P. *c*	250 0 0			
Camlachie - P. 11	818 7 1	812	674	535 2 0
Camden Street P. 5	1,020 8 1	1570	1,269	1,284 14 6
			53	20 17 0
Campbellfield - P. 3	891 3 1	876	763	737 9 6
			76	32 1 6
Campbellfield Half-time - P. 1	- - -	287	89	88 17 6
Centre Street - P. 2	834 3 9	1519	922	861 14 0
			41	17 4 0
City, Boys - P. 2	- - -	645	363	382 0 6
City, Girls - P. 2	- - -	717	436	435 3 0
Crookston St. - P. 1	1,156 3 9	1757	1,089	1,064 8 6
			176	70 6 6
David Street - P. 5	742 0 0	388	312	289 3 0
Dennistown - P. 2	- - -	1,054	986	995 11 0
Dobbies Loan - P. 11	- - -	491	411	343 19 0
Dove Hill - - P. 12	1,070 10 0	1066	881	815 17 0
			54	26 6 0
Finnieston - P. 2	316 15 0	436	344	291 4 0
Freeland - - P. 5	373 0 0	395	361	361 1 6
FreeSt. Matthew's P. 2	*b*440 0 0	326	300	254 3 0
Garnet Hill - P. 2	727 2 6	1007	939	951 7 6
			142	60 13 0
Greendyke Street P.	350 0 0			
Greenside Street P. 5	817 18 9	817	789	788 13 0
			129	52 18 6
Grove Street - P. 10	- - -	502	433	431 19 0
Henderson Street P. 3	986 1 3	986	983	1,135 4 6
Hozier Street - P. 3	220 10 0	436	447	401 4 0
			44	22 6 0
John Street, Bridgeton - P. 2	- - -	1,139	958	948 17 0
Kay - - - P. 4	- - -	551	456	444 7 6
Kelvinhaugh - P. 1	466 0 0	340	311	280 8 0
Kennedy Street P. 12	969 12 9	1495	961	962 0 3
			155	64 5 0
Kent Road - P. 3	- - -	1,418	493	462 11 6
Keppochhill - P. 3	603 12 6	606	552	517 4 9
Martyrs - - P. 2	372 4 0	472	470	471 7 0
			58	30 7 0
Mathieson St. - P. 1	891 0 0	900	876	823 4 0
Milton - - P. 12	1,188 12 6	1140	1,044	968 16 0
			151	66 9 0
Oakbank - - P. 3	948 14 4	930	876	836 3 0
			85	40 2 6
Oatlands - - P. 5	1,810 6 3	1500	1,305	1,216 8 0
			100	45 0 0
Overnewton - P. 2	984 4 2	976	953	966 15 6
			99	38 13 6
Parkhead - - P. 4	1,139 7 6	1037	946	979 13 0
			59	23 11 6
Port Dundas - P.	*a*460 0 0			
Rockvilla - - P. 1	939 0 0	926	740	654 9 0
Rose Street - P. 5	743 12 0	734	593	525 2 0
Rumford Street P. 12	719 15 0	720	710	651 0 0
			108	45 4 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Lanark—*cont.*	£ s. d.			£ s. d.
GLASGOW (Burgh)—*cont.*				
St. David's - P. 4	- - -	359	383	387 3 6
St. George's Rd. P. 6	- - -	1,060	1,027	1,080 4 6
St. Matthew's - P. 5	578 13 6	466	459	494 19 6
St. Rollox - P. 2	- - -	807	788	753 15 0
Shield's Road - P. 1	- - -	894	856	816 1 0
Shuttle Street - P. 4	*660 0 0	280	256	208 14 0
Sister Street - P. 12	770 1 0	1352	750	633 7 0
			161	70 4 0
South Western Academy - P. 1	- - -	147	49	26 9 0
Springbank - P. 4	- - -	1256	727	766 0 6
			139	64 3 6
Springburn - P. 5	869 12 9	1060	1,128	1,159 15 3
			63	23 13 0
Springfield - P. 1	- - -	897	698	642 1 0
Thomson Street P. 1	786 10 7	1207	991	973 14 6
			141	59 1 6
Townhead - P. 4	- - -	1,143	679	760 16 10
Tureen Street - P. 3	785 17 6	1,373	1,088	1,068 2 6
	*760 0 0			
Well Park - P. 2	- - -	683	633	536 10 0
Whitehill's, Girls P. 1	- - -	409	281	270 18 6
Wolseley Street P. 2	- - -	1,136	328	223 6 0
Woodside - - P. 4	601 16 0	1,035	1,650	1,020 18 0
Asylum for Blind 10	- - -	169	29	25 6 6
Blackfriars - Ch.	*b*400 0 0			
Bluevale - - S.	250 0 0			
Bridgeton - - S. 2	*600 0 0	404	380	351 10 0
Bridgeton, Sacred Heart - - R. 11	- - -	1,045	824	745 17 0
Calton - - S. 4	- - -	496	446	436 7 0
Calton, Hood's Endowed - Ch. 4	- - -	176	128	106 14 6
Calton, St. Mary's R. 3	- - -	1,400	1,068	934 10 0
Christ Church - E. *c*	*425 0 0	253		
Cowcadden's, Infants - - G.A.	*150 0 0			
Gorbals, Local Mission - - G.A. *c*	200 0 0			
Gorbals, Youths *c*	*600 0 0			
Highland Society 3	- - -	715	715	758 9 6
Hutchesontown, St. Francis - R. 5	- - -	964	929	837 17 6
Kingston - - S. *c*	200 0 0			
Milton - - Ch. *c*	400 0 0			
Murdoch's, Indl.	450 0 0			
Normal Practg. G.A. 4	*1,000 0 0	1,053	681	708 5 6
" - - "	1,000 0 0			
Normal & Model F.C. 5	- - -	900	394	443 8 8
Parkhead, St. Michael's - R. 11	- - -	530	270	228 6 0
St. Aloysius, Milton Street - R. 10	- - -	768	449	362 13 *c*
			22	9 10 6
St. Alphonsus - R. 11	- - -	1,087	672	608 9 9
St. Andrew's - Ch.	572 5 0			
St. Andrew's - R. 3	- - -	1,187	771	723 0 6
St. Columba's - R. 3	- - -	843	563	518 4 0
St. Enoch's - S.	*750 0 0			
" - "	407 12 0			
St. " George's (Kelvin St.) - F.C.	300 0 0			
St. James' - - S. 5	*450 0 0	523	332	343 12 0
St. John's (Hill Street), Industrial - F.C. *c*				
St. John's (Macfarlane St.) - Ch. 4	- - -	221	214	187 5 0
St. John's, - R. 3	- - -	978	849	742 17 6
			61	22 14 0
St. John's, Young St. - Ch.	490 0 0			

a School sold and 275*l.* repaid. *b* Grant repaid. *c* School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Lanark—*cont.*	£ s. d.			£ s. d.
GLASGOW (Burgh)—*cont.*				
St. Joseph's - R. 3	- - -	758	460	402 10 0
			136	63 1 6
St. Luke's - - S.	*395 0 0			
St. Mary's - - E. 5	- - -	463	440	404 13 3
St. Mungo's - R. 11	1,000 0 0	1,421	913	766 11 6
St. Mungo's Academy - - R. 11	- - -	351	106	89 10 0
St. Patrick's - R. 3	- - -	1,024	769	620 0 6
St. Peter's - S.	*600 0 0			
St. Vincent - R. 3	- - -	494	267	217 12 0
Springburn, St. Aloysius - R. 11	190 18 9	423	387	306 0 0
GOVAN:				
Bellahouston Academy - - P. 5	- - -	1,133	495	378 8 3
Broomloan Road P. 3	970 8 9	963	896	856 9 0
Copeland Road P. 2	- - -	1040	572	503 18 0
			45	18 10 0
Fairfield - - P. 11	899 12 6	906	857	762 5 0
			55	23 7 6
Govanhill, Calder Street - - P. 11	1,000 7 6	950	1,022	934 4 4
			71	25 4 0
Harmony Row - P. 1	- - -	1,009	820	696 11 0
Hillhead - - P. 4	- - -	1,155	510	517 9 0
Kinning Park - P. 12	- - -	730*a*	767	710 10 6
Lambhill Street P. 1	1,515 0 0	1,515*a*	1,458	1,283 8 0
			90	41 0 0
Partick Academy P. 4	- - -	452	223	142 13 11
Partick, Anderson Street - P. 2	492 0 0	587*a*	781	696 14 6
Partick, Church Street - - P. 2	- - -	683	351	282 18 6
Partick, Rosevale Street - P. 3	983 12 6	984*a*	995	965 9 6
			72	34 15 6
Pollockshields, Albert Road - P. 3	- - -	868	622	587 4 0
Pollockshields - P. 4	- - -	786	637	614 16 6
Polmadie - - P. 2	- - -	1,184	511	372 12 1
Rutland Crescent P. 2	- - -	971	894	742 17 0
Whiteinch - P. 2	332 0 0	733	690	503 2 6
			37	13 3 0
Abraham Hill's Trust - - 4	- - -	858	697	753 7 6
Govan - - R. 11	- - -	1,207	618	516 9 0
Govanhill, Holy Cross - - R. 11	- - -	343	129	90 4 0
Kinning Park, Our Lady and St. Margaret- R. 10	- - -	950	701	623 9 6
			171	78 4 0
Partick, Female Industrial - Ch. 4	350 0 0	172		
Partick, St. Peter's - - R. 3	- - -	600	466	422 6 0
HAMILTON (Burgh):				
Beckford Street P. 6	355 2 6	645	434	404 16 0
Townhead - P. 6	409 11 10	641	498	435 15 0
			35	15 0 0
Orphan and Charity - 6	530 0 0	413	367	319 4 0
Roman Catholic 6	215 11 8	486	394	382 8 0
St. John's - F.C. 6	*600 0 0	777	703	737 0 6
HAMILTON (Landward):				
Beechfield - P. 6	142 12 6	150	32	26 14 0
Ferniegair - P. 6	463 4 2	250	246	228 1 0
Greenfield - P. 6	142 12 6	692	662	581 10 0
Low Waters - P. 6	- - -	1046	468	436 19 1
			47	18 13 0
Motherwell - P. 6	463 4 2	428	401	367 4 1
Quarter - - P. 6	463 4 2	250	186	174 18 0
Cadzow - - R. 6	- - -	272	152	124 8 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Lanark—*cont.*	£ s. d.			£ s. d.
LANARK (Burgh):				
Burgh - - P. 7	366 0 0	318	85	170 4 0
Grammar - P. 7	*250 0 0	480	411	422 1 6
			75	30 7 6
Broomgate, Institution -	*225 0 0			
Lanark - - R. 7	- - -	473	196	165 3 0
Mrs. Wilson's Free - - 7	- - -	75	57	49 18 6
Smyllum - - R. 6	- - -	429	327	338 3 6
LANARK (Landward):				
Cartland - - P. 7	74 5 0	50	17	7 5 3
Nemphlar - P. 4	63 0 0	50	36	30 1 0
New Lanark - P. 7	- - -	142	67	64 18 0
LARKHALL:				
Academy - - P. 1	- - -	448	424	402 9 2
Duke Street - P. 1	- - -	81	69	46 8 0
Glengowan - P. 1	367 3 9	350	252	245 5 0
			38	16 9 6
Muir Street - P. 1	367 3 9	350	349	365 10 11
			50	18 15 0
Larkhall - - R. 1	- - -	212	126	103 15 0
LEADHILLS:				
Leadhills - - P. 5	- - -	216	174	142 18 0
LESMAHAGOW:				
Auchinheath - P. 3	- - -	193	133	129 2 0
Bellfield - - P. 3	358 18 4	250	124	116 2 0
Bent - - - P. 3	- - -	114	52	47 19 0
Blackwood, Boys P. 3	- - -	210	152	154 4 6
Blackwood, Girls P. 3	- - -	210	116	130 4 0
Hawksland - P. 3	137 10 0	100	49	62 10 6
Kirkfield Bank P. 4	245 1 8	150	145	126 5 0
Lesmahagow, Boys - P. 3	- - -	257	178	178 19 0
Lesmahagow, Female Industrial - P. 3	250 0 0	268	154	168 17 6
Underbank - P. 3	252 10 0	288	264	247 16 7
Waterside - P. 3	- - -	105	47	52 17 6
Blackwood - R. 3	- - -	90	61	58 11 6
Kirkmuirhill Colliery - - 3	- - -	92	60	49 1 0
LIBERTON:				
Liberton - - P. 4	- - -	72	53	66 7 6
Quothquan - P. 4	- - -	56	20	18 8 0
MARYHILL:				
East Park - P. 11	442 15 0	659	558	502 18 0
Maryhill - - P. 11	512 5 0	723	471	450 8 6
Possil - - P. 11	498 8 9	490	489	360 19 6
Maryhill - - R. 11	- - -	516	412	355 19 0
Possil - - R. 11	- - -	119	131	92 18 0
NEW MONKLAND:				
Avonhead - - P. 2	263 13 9	200	56	45 13 0
Gain - - - P. 2	- - -	69	57	51 8 6
Glenboig - - P. 12	256 11 3	180	146	133 0 0
Greengairs - P. 2	354 2 6	300	277	242 7 6
New Monkland P. 2	60 0 0	165	107	69 19 0
Riggend - - P. 2	60 0 0	173	121	104 1 0
			29	14 13 6
Roughrigg - P. 2	362 5 0	300	196	161 12 6
Glenboig, Our Lady and St. Joseph - - R. 10	- - -	105	97	79 9 0
			42	23 8 0
Greengairs - G.A. *b*	75 0 0			

a Exclusive of temporary accommodation. *b* School sold.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Lanark—*cont.*	£ s. d.			£ s. d.
OLD MONKLAND:				
Coatbridge and Coats - P. 5	- - -	1,173	1,035	1,008 15 0
Coatbridge, Langloan - - P. 3	388 10 0	388	419	381 18 0
Faskine - - P. 10	- - -	237	67	47 2 0
Old Monkland - P. 3	197 10 0	200	138	133 5 0
Mount Vernon - P. 2	- - -	306	188	184 13 0
West Maryston P. 2	- - -	229	197	192 17 6
Baillieston - S. 1	- - -	221	220	334 1 0
Baillieston, St. Bridget's - R. 10	- - -	461	228	188 12 0
Bargeddie - - S. 1	- - -	220	221	325 5 6
			84	42 11 0
Calderbank Iron Works - - 2	- - -	252	195	172 9 6
Calder Iron Works - - 2	- - -	227	217	198 9 6
			29	13 3 6
Coatbridge, St. Augustine's - R. 6	- - -	372	294	278 4 0
Coatbridge, St. Patrick - - R. 10	- - -	588	342	282 0 0
Gartsherrie - Ch. 6	650 0 0	666	556	592 17 0
Gartsherrie Works - - Ch. 3	949 0 0	374	304	266 0 0
Rosehall Colliery - - 2	- - -	173	132	168 18 0
			13	4 7 0
Tollcross, St. Joseph's - R. 10	- - -	134	119	89 5 0
Whifflet - - R. 10	- - -	374	242	195 9 0
PETTINAIN:				
Pettinain - - P. 4	- - -	66	49	53 7 6
RUTHERGLEN (BURGH):				
Burgh - - P. 10	258 0 0	250	222	178 6 0
Farie Street - P. 12	478 4 4	544	476	416 10 0
Macdonald's - P. 10	- - -	349	286	244 18 0
Rutherglen - F.C. *c*	276 17 6			
Rutherglen - R. 10	- - -	405	284	226 17 0
RUTHERGLEN (LANDWARD):				
Eastfield - - P. 12	120 0 0	217	195	182 7 6
SHETTLESTONE:				
Eastmuir - P. 6	80 4 2	326	248	217 3 0
Garthamlock - P. 6	191 6 0	125	45	27 18 0
Millerston - P. 6	304 0 0	250	116	105 15 0
Shettlestone - P. 6	324 16 3	300	327	295 1 11
Tollcross - - P. 6	332 7 6	498	388	302 15 6
Cardowan, St. Joseph - - R. 7	- - -	219	103	100 4 6
Eastmuir - - R. 6	- - -	161	147	124 17 0
			80	34 0 0
SHOTTS:				
Cleland and Omoa P. 1	367 0 0	300	250	218 15 0
Greenhill - - P. 1	332 10 0	250	124	115 4 0
Greens - - P. 7	- - -	63	37	49 19 6
Harthill - - P. 5	289 10 0	230	210	172 3 8
Shotts - - P. 5	188 18 1	233	92	88 14 0
Benhar Colliery 5	- - -	373	190	276 11 6
Cleland - - R. 12	- - -	247	149	134 14 6
SPRINGBURN:				
Springburn - P. 10	426 18 9	762	541	501 7 0
Murdoch's - Ch. 5	- - -	193	192	173 3 0

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Lanark—*cont.*	£ s. d.			£ s. d.
STONEHOUSE:				
Camnethan St. - P. 2	- - -	178	137	119 18 6
Greenside Infant P. 2	- - -	143	104	91 0 0
Sandford - - P. 2	40 0 0	100	78	77 14 0
Townhead - P. 2	- - -	202	197	183 13 6
SYMINGTON:				
Symington - P. 5	- - -	102	72	71 7 0
WALSTON:				
Walston - - P. 4	- - -	60	29	30 4 6
Ellsridge Hill - 4	- - -	64	29	27 6 6
WANDELL AND LAMINGTON:				
Lamington - P. 5	- - -	74	15	23 8 6
WHITBURN (*see* LINLITHGOWSHIRE).				
WISTON AND ROBERTON:				
Roberton - P. 5	- - -	50	26	40 3 0
Wiston - - P. 5	- - -	69	25	27 17 0
LINLITHGOW.				
ABERCORN:				
Abercorn - - P. 11	- - -	197	109	85 2 6
Abercorn, Girls 11	- - -	64	57	40 12 6
BATHGATE (TOWN):				
Bathgate, Evg. P.	- - -	*e*	26	14 19 0
Bathgate Academy - - 2	- - -	796	676	650 17 0
Bathgate - - R. 2	- - -	216	202	170 2 6
BATHGATE (LANDWARD):				
Armadale - - P. 2	491 17 6	602	592	512 13 0
			38	13 4 6
Bathgate - - P. 2	- - -	320	327	274 4 6
Armadale - - G.A. *c*	34 0 0			
BORROWSTOWNESS:				
Bo'ness - - P. 5	445 0 0	350	265	234 3 6
Bo'ness, Infant P. 5	118 15 0	150	160	129 5 8
Borrowstown - P. 5	213 15 0	264	236	221 1 9
Bo'ness, Anderson - - 5	- - -	142	138	146 10 0
Kinneil - - P. 12	- - -	240	208	183 11 0
CARRIDEN:				
Carriden - - P. 5	- - -	275	221	228 17 6
Grangepans - P. 5	242 0 0	181	87	81 2 6
Carriden, Girls 5	- - -	68	32	27 11 0
DALMENY AND QUEENSFERRY (BURGH):				
Dalmeny - - P. 11	130 0 0	267	182	141 12 0
South Queensferry P. 11	398 0 0	275	231	179 15 0
ECCLESMACHAN:				
Ecclesmachan - P. 4	- - -	115	99	87 8 6
KIRKLISTON:				
Kirkliston - P. 5	- - -	319	251	228 12 0
Nellfield - - P. 5	- - -	62	33	41 19 6
Winchburgh - P. 5	- - -	187	118	83 19 0

e Evening school.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Linlithgow—*cont.*	£ s. d.			£ s. d.
LINLITHGOW (BURGH):				
Linlithgow - P. 12	276 5 0	330	411	343 19 0
LINLITHGOW (LANDWARD):				
Kingscavil - P. 5	- - -	61	122	88 19 0
Linlithgow - P. 5	482 6 0	435	353	308 17 6
Linlithgow (late Burgh, F.C.) - P.	127 0 0			
LIVINGSTONE:				
Blackburn - P. 5	245 15 0	180	107	83 10 0
Livingstone - P. 5	- - -	115	72	41 2 8
LORPHICHEN:				
Blackridge - P. 5	168 10 0	80	60	51 14 0
Torphichen - P. 5	150 0 0	152	140	132 5 0
Woodend - P. 5	130 8 7	120	105	93 14 6
LPHALL:				
Broxburn - P. 5	- - -	717	817	714 17 6
Uphall - P. 5	- - -	225	195	144 13 1
Broxburn - R. 3	- - -	171	204	177 9 0
WHITBURN:				
Crofthead - P. 3	- - -	307	147	108 6 6
Longridge - P. 11	106 0 0	122	76	19 19 0
Whitburn - P. 5	110 13 4	364	275	259 11 6
East Benhar Colliery - 7	- - -	206	177	153 19 6
Fauldhouse, Wilson's Endowed	107 0 0			
Greenhills, Colliery 3	- - -	356	326	272 0 0
NAIRN.				
ARDCLACH:				
Ardclach - P. 5	- - -	60	28	40 4 0
Lethen - P. 5	151 1 3	70	20	26 19 0
Col. Campbell's 5	- - -	100	32	45 7 0
AULDEARN:				
Auldearn - P. 5	145 0 0	168	107	85 12 0
Moyness - P. 5	128 1 10	77	43	44 19 0
AWDOR:				
Barivan - P. 5	28 2 6	20	31	26 14 0
Cawdor - P. 5	- - -	155	122	98 16 0
Clunas - P. 5	127 8 11	46	42	46 15 0
Culchary - P.	65 0 0			
Clunas - G.A. *c*	30 0 0			
AIRN (BURGH):				
Church Street - P. 6	394 5 0	334	263	256 11 0
Monitory - P. 6	{*100 0 0 / 259 12 6}	424	322	281 15 0
Nairn - F.C.	150 0 0			
AIRN (LANDWARD):				
Delnies - P. 5	245 5 0	130	58	52 15 0
Geddes - P. 5	150 10 0	60	55	47 15 0
ROUHART AND LOGIE WESTER (*see* ROSS-SHIRE).				

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
ORKNEY and SHETLAND.				
I.—ORKNEY.	£ s. d.			£ s. d.
BIRSAY AND HARRAY:				
Birsay - P. 5	634 9 9	120	90	92 15 0
Dounby - P. 5	654 15 6	90	73	67 6 6
Harray - P. 5	638 10 1	108	62	49 5 0
Hundland - P. 5	528 0 10	60	29	42 17 9
EVIE AND RENDALL:				
Costa - P. 5	583 8 6	65	32	46 19 0
Evie - P. 5	139 0 0	89	60	58 19 0
Gairsay - P. 6	- - -	18	5	7 12 6
Rendall, Madras Ch. 5	- - -	86	65	79 0 0
FIRTH AND STENNIS:				
Firth - P. 5	602 8 6	160	66	65 8 0
Stennis - P. 5	214 17 0	100	57	71 17 6
HOLM:				
East - P. 5	485 10 0	60	37	41 5 6
West - P. 5	615 19 0	120	76	85 16 0
HOY AND GRÆMSAY:				
Hoy - P. 6	471 12 3	40	31	44 19 6
Rackwick - P. 6	- - -	44	14	30 6 0
Græmsay - Ch. 6	- - -	45	28	33 16 0
KIRKWALL (BURGH) and KIRKWALL (LANDWARD) and ST. OLA:				
Glaitness - P. 6	139 7 6	120	106	91 7 0
Kirkwall, Burgh P. 6	786 8 3	470	352	308 0 0
Scapa - P. 5	- - -	54	23	34 13 0
LADY, and CROSS & BURNESS.				
Burness - P. 6	474 19 0	80	44	37 7 0
Cross - P. 6	434 0 0	60	40	45 7 0
Lady, Central P. 6	350 0 0	140	72	71 16 0
North Ronaldshay - P. 6	586 14 4	96	58	53 10 0
Sellibister - P. 6	242 0 0	105	66	37 18 10
ORPHIR:				
Kirbister - P. 5	490 0 0	60	44	53 1 0
Orphir - P. 5	550 0 0	85	60	57 13 0
ROUSAY AND EGILSHAY:				
Egilshay - P. 6	507 12 5	50	18	30 7 0
Frotoft - P. 6	155 16 3	63	34	46 18 0
Sourin - P. 6	635 12 7	90	39	34 6 6
Veira - P. 6	297 6 9	25	9	24 5 6
Wasbister - P. 6	494 0 7	65	38	47 14 0
ST. ANDREW'S AND DEERNESS:				
Deerness - P. 5	587 10 0	155	98	118 1 0
St. Andrew's - P. 5	509 6 0	55	35	31 14 4
Tankerness - P. 5	536 0 0	80	44	43 15 0
St. Andrew's - G.A. *c*	28 0 0			
SANDWICK:				
North - P. 5	607 9 6	75		
South - P. 5	574 15 3	60	54	47 13 0
SHAPINSAY:				
Shapinsay - P. 6	414 0 0	132	73	75 13 6
Shapinsay, North P. 6	- - -	47	33	42 6

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Orkney—*cont.*	£ s. d.			£ s. d.
SOUTH RONALDSHAY AND BURRAY:				
Burray - - P. 6	630 1 9	130	110	131 4 0
Grimness - - P. 6	566 0 3	60	37	57 1 9
Hope - - - P. 6	689 0 0	140	118	150 1 0
Widewall - - P. 6	651 12 6	110	47	58 6 6
South Ronaldshay, Tomisen's Charity 6	- - -	218	81	86 0 6
STROMNESS:				
Kirbuster - - P. 5	500 0 0	65	31	41 15 6
Stromness - P. 6	1,316 0 0	404	256	288 14 6
STRONSAY AND EDAY:				
Eday, North - P. 6	507 0 0	75	34	48 12 0
Eday, South - P. 6	502 0 0	80	23	30 0 0
Stronsay, Central P. 6	- - -	126	63	61 10 6
Stronsay, North, Female and Infant - - P. 6	492 1 10	70	31	24 17 6
Stronsay, South, Female - - P. 6	468 16 6	70	43	38 0 6
WALLS AND FLOTTA:				
Brims - - P. 6	182 11 10	35	34	47 5 0
Flotta - - P. 6	- - -	72	56	46 7 0
			22	11 3 0
South Walls - P. 6	571 5 3	92	67	88 7 6
North Walls - G.A. 6	- - -	68	47	52 9 6
WESTRAY AND PAPA WESTRAY:				
East Side (Skelwick) - - P. 6	618 6 2	90	69	54 19 0
Papa Westray - P. 6	630 16 6	80	35	42 2 6
Pierowall - P. 6	757 2 10	180	125	128 15 6
West Side (Midbea) - - P. 6	607 5 3	66	64	65 16 0
Midbea (West Side) - - G.A.	52 0 0			
II.—SHETLAND.				
BRESSAY, BURRA, AND QUARFF:				
Bressay - - P. 6	953 10 0	120	83	76 7 6
Quarff - - P. 6	368 0 0	66	41	55 17 6
Burra - - Ch. 7	- - -	98	73	52 12 0
DELTING:				
Brae - - - P. 6	575 18 3	40	23	30 3 0
Gonfirth - - P. 6	582 10 0	40	19	29 16 0
Mid Lee (or Firth) P. 6	731 10 0	60	32	57 14 0
Olnafirth - - P. 6	- - -	45	18	38 8 0
Roe - - - P. 6	490 3 6	32	23	31 17 6
DUNROSSNESS:				
Bigton - - P. 7	654 15 0	70	40	35 15 0
Boddam - - P. 7	785 15 0	120	59	66 6 6
Cunningsburgh P. 7	722 0 0	66	67	67 19 6
Fairisle - - P. 6	670 15 0	40	33	36 16 4
Levenwick - P. 7	627 15 0	40	34	19 17 0
Quendale - - P. 7	634 10 0	60	43	43 4 6
Sandwick - - P. 7	718 16 7	165	111	113 19 6
Virkie - - P 7	610 15 0	70	53	39 7 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
II.—SHETLAND—*cont.*	£ s. d.			£ s. d.
FETLAR AND NORTH YELL:				
Colvaster - - P. 6	512 0 11	30	12	24 15 0
Cullivoe, Braeside P. 6	703 1 5	86	10	4 2 6
Fetlar - - P. 6	743 10 1	70	34	38 18 0
Gutcher - - P. 6	502 10 0	30	11	21 17 0
LERWICK AND GULBERWICK:				
Gulberwick - P. 5	584 13 0	65	41	46 15 6
Lerwick, First - P. 5	- - -	147	131	123 5 0
Lerwick, Infant P. 5	688 11 3	140	134	97 14 8
Lerwick, Educational Institute 5	- - -	194	59	49 7 8
Lerwick - - E. 6	- - -	87	76	71 8 0
MID AND SOUTH YELL:				
Burravoe - - P. 6	745 17 11	60	22	25 6 0
			16	9 19 0
East Yell - - P. 6	538 13 0	30	17	30 15 8
Mid Yell - - P. 6	745 15 1	60	47	43 15 0
Ulsta - - - P. 6	531 18 1	30	18	27 16 0
Westsandwick P. 6	555 15 10	40	21	29 18 0
West Yell - P. 6	672 10 0	60	22	34 0 0
			5	3 5 0
NESTING, LUNNASTING, WHALSAY, AND SKERRIES:				
Lunnasting - P. 7	538 5 1	100	33	36 5 0
North Nesting - P. 7	- - -	50	14	42 15 0
South Nesting - P. 7	721 5 0	70	41	45 4 6
Whalsay (Brough) P. 7	855 13 6	90	52	51 12 0
Whalsay (Livister) - - P. 7	- - -	65	35	36 13 0
Skerries - - G.A. 6	- - -	54	29	32 6 10
NORTHMAVINE:				
North Roe - P. 6	712 11 5	80		
Ollaberry - - P. 6	- - -	78	37	44 16 0
Sullem - - P. 6	480 5 5	45	15	25 18 0
Tangwick - P. 6	703 12 3	60	33	36 1 0
Urafirth - - P. 6	337 10 0	60	26	40 10 0
SANDSTING AND AITHSTING.				
Clousta - - P. 6	577 6 6	30	24	40 6 0
Gruting - - P. 6	641 18 0	90	41	56 12 0
Sand - - - P. 6	612 8 7	54	35	44 16 0
Sand Sound - P. 6	501 8 9	30	23	35 11 0
Skeld - - P. 6	783 14 9	120	53	63 7 0
Twatt - - P. 6	527 9 0	90	57	64 2 0
West Burrafirth P. 6	598 2 0	30	22	37 18 0
TINGWALL, WHITENESS, AND WEISDALE:				
Girlsta - - P. 6	344 15 0	40	13	29 6 0
Gott - - - P. 6	328 4 4	79	28	29 12 0
Scalloway - - P. 6	785 12 10	110	92	76 13 0
Trondra - - P. 6	297 11 5	20	10	23 13 0
Weisdale - - P. 6	565 15 3	40	25	30 12 0
Whiteness - P. 6	810 19 2	110	37	36 4 0
UNST:				
Baltasound - P. 6	706 14 5	100	46	46 4 0
			30	12 7 0
Haroldswick - P. 6	786 10 0	100	43	43 13 0
Uyasound - - P. 6	722 12 9	70		
Westing - - P. 6	48 8 0	73	23	29 0 0

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
II.—SHETLAND—*cont.*	£ s. d.			£ s. d.
WALLS, SANDNESS, PAPA, AND FOULA:				
Dale - - - P. 7	530 15 0	24	13	17 12 10
Foula - - P. 6	511 7 6	25	17	18 7 10
Happyhansel - P. 7	747 0 0	90	66	47 9 4
Papa Stour - P. 7	594 10 0	40	23	26 14 0
Midwalls - - P. 7	655 16 6	60	29	13 6 6
Sandness Madras Ch. 7	- - -	63	59	63 14 6
PEEBLES.				
BROUGHTON, GLENHOLM, AND KILBUCHO:				
Broughton, Central - - P. 5	193 11 3	120	54	45 12 0
Glenholm - - P. 5	- - -	41	14	24 0 0
Kilbucho - - P. 5	- - -	44	18	23 17 0
DRUMELZIER:				
Drumelzier - P. 5	- - -	44	35	40 17 6
EDDLESTONE:				
Eddlestone - P. 5	- - -	106	87	89 0 6
INNERLEITHEN:				
Innerleithen - P. 7	100 0 0	374	345	304 13 6
Leithenhope - P. 7	- - -	33	15	26 17 6
Walkerburn - P. 7	212 7 6	248	186	159 4 0
KIRKURD:				
Kirkurd - - P. 7	- - -	82	53	46 13 6
LYNE AND MEGGET:				
Lyne - - P. 5	- - -	71	50	61 2 0
Megget - - P. 7	- - -	29	5	20 0 6
MANOR:				
Manor - - P. 5	- - -	59	42	53 16 0
NEWLANDS:				
Lamancha - - P. 7	- - -	67	50	35 16 5
Newlands - - P. 7	184 5 0	90	59	52 13 0
PEEBLES:				
English - - P. 7	- - -	300	274	274 8 0
Second English P.	109 0 0			
Halyrude - - P. 7	281 0 0	350	256	224 0 0
SKIRLING:				
Skirling - - P. 5	- - -	90	35	40 12 6
STOBO:				
Stobo - - P. 5	- - -	54	51	56 4 6
TRAQUAIR:				
Traquair - - P. 5	- - -	104	73	50 13 5
The Glen - - 5	- - -	39	25	35 14 6
WEST LINTON:				
West Linton - P. 7	- - -	72	61	55 5 6
West Linton - E. 7	- - -	68	28	24 4 0
West Linton, Female - - 7	- - -	58	15	14 8 6
PERTH.				
BERDALGIE:				
Aberdalgie - P. 5	- - -	104	39	48 17 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Perth—*cont.*	£ s. d.			£ s. d.
ABERFOYLE:				
Aberfoyle - P. 7	- - -	72	39	39 19 0
Kinloch Ard - P. 7	- - -	66	50	42 13 0
ABERNETHY:				
Abernethy - P. 1	309 18 9	300	191	179 5 6
ABERNYTE:				
Abernyte - - P. 6	- - -	93	57	49 2 6
ALYTH:				
Alyth - - P. 1	353 10 0	300	99	304 13 0
Gauld's Well - P. 5	- - -	49	19	33 4 0
Alyth - - E. 1	- - -	101	90	71 4 0
Alyth - - F.C.	224 2 6			
Alyth, Girls' Industrial - - 1	357 0 0	283	15	188 4 2
AMULREE:				
Amulree - - P. 7	- - -	93	15	31 3 6
Shian - - P. 7	- - -	50	11	23 4 6
ARDOCH:				
Braco, East - P. 1	- - -	71	33	27 12 0
Braco, West - P. 1	- - -	94	50	45 4 0
Greenloaning - P. 1	- - -	75	45	33 10 0
ARNGASK:				
Arngask - - P. 5	- - -	155	73	57 12 0
AUCHTERARDER:				
Aberuthven - P. 5	- - -	100	64	58 3 8
Auchterarder - P. 12	296 2 6	250	135	83 16 0
Townhead - - P. 12	393 0 0	154	133	116 7 6
John Sheddan's 12	268 8 1	203	105	85 3 0
AUCHTERGAVEN:				
Auchtergaven - P. 6	309 19 4	300	174	175 3 0
Stanley - - P. 3	268 8 1	250	175	153 2 6
Stanley - - F.C. *c*	141 2 0			
BALQUHIDDER:				
Balquhidder - P. 4	- - -	88	27	40 7 6
Strathyre - - P. 4	- - -	50	15	24 17 0
Lochearnhead - F.C. 4	- - -	64	37	38 2 0
Lochearnhead Subscription - 4	- - -	52	18	14 10 0
BENDOCHY:				
Bendochy - - P. 5	146 0 0	55	6	56 1 0
BLACKFORD:				
Blackford - - P. 1	- - -	231	76	75 18 0
Gleneagles - P. 4	- - -	75	22	33 16 0
Tullibardine - P. 4	- - -	64	44	40 11 0
Blackford - - F.C. 1	257 5 0	118	58	54 8 0
BLAIR ATHOL:				
Blair Athol - P. 3	- - -	205	105	99 7 6
Glenerichty - P. 7	- - -	36	20	33 17 0
Strathtummel - P. 7	- - -	48	24	37 17 0
Struan - - P. 7	- - -	70	26	50 16 0
Tummel Bridge P. 7	- - -	38	14	28 10 0
Pittagowan - Ch. 7	- - -	44	34	44 13 0
BLAIRGOWRIE:				
Blairgowrie - P. 11	760 10 0	726	570	522 8 0
St. Stephen's - R. 11	- - -	174	8	85 15 0
BLAIRINGONE:				
Blairingone - P. 7	126 0 0	103	1	45 10 6

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Perth—*cont.*	£ s. d.			£ s. d.
CALLANDER:				
Callander - - P. 6	216 5 0	150	105	94 1 6
Callander - - F.C. 6	- - -	206	150	143 13 0
CAPUTH:				
Spittalfield - P. 3	51 0 0	151	78	81 13 0
Butterstone, Subscription - 3	- - -	100	26	35 2 0
Meikleour - - S. 5	- - -	105	60	62 7 0
Wester Caputh, Female - - C.S. 3	- - -	59	30	34 3 0
CARGILL:				
Burreltown - P. 5	150 0 0	150	94	85 19 0
Newbigging - P. 5	62 15 7	125	70	67 7 0
Woodside - - F.C.	16 5 0			
CLUNIE:				
Clunie - - P. 5	- - -	141	77	85 4 6
COLLACE:				
Collace - - P. 5	51 0 0	130	64	51 19 0
COMRIE:				
Comrie - - P. 2	- - -	244	160	140 15 0
Comrie, Infant and Female - P. *a*	150 0 0			
Glenartney - P. 4	- - -	23	10	24 10 0
Glenlednock - P. 4	32 0 0	30	10	25 13 0
St. Fillan's - P. 4	103 5 0	40	15	29 4 6
Comrie - - F.C. *c*	100 0 0			
COUPAR ANGUS:				
Coupar Angus - P. 12	513 19 4	502	333	291 7 6
Coupar Angus - F.C.	*b*42 0 0			
CRIEFF:				
Crieff - - P. 12	364 3 9	450	279	253 10 6
Taylor's Institution - - 12	- - -	304	244	196 18 0
CULROSS:				
Culross - - P. 7	- - -	140	90	87 16 0
DRON:				
Dron - - - P. 4	- - -	62	36	32 0 0
DULL:				
Dull - - - P. 4	- - -	95	44	49 8 0
Foss - - - P. 7	- - -	46	23	35 1 0
Grandtully - P. 7	- - -	75	44	50 0 0
Grandtully, Westpark - - Ch. 7	- - -	48	17	25 4 0
DUNBARNEY:				
Dunbarney - P. 1	232 5 0	180	125	104 4 0
Bridge of Earn - F.C. *c*	50 0 0			
DUNBLANE:				
Dunblane - - P. 7	278 5 0	364	249	211 0 6
Kinbuck - - P. 7	202 1 0	92	80	56 4 5
St. Mary's - - E. 7	- - -	62	63	60 7 6
DUNKELD AND DOWALLY:				
Dowally - - P. 3	- - -	107	36	40 5 0
Dunkeld, Royal Ch. 3	- - -	151	79	72 13 6
Dunkeld, Duchess of Athole's - Ch. 3	- - -	135	97	91 12 9

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Perth—*cont.*	£ s. d.			£ s. d.
DUNNING:				
Dunning - - P. 1	- - -	230	219	186 9
ERROL:				
Errol - - P. 6	- - -	224	118	81 15
Glendoick - P. 6	- - -	147	87	77 6
Errol - - - F.C. *c*	65 0 0			
Errol, Fem. Indl. 6	470 0 0	147	72	63 0
FINDO GASK:				
Findo Gask - P. 5	65 0 0	76	50	57 6
FORGANDENNY:				
Forgandenny - P. 2	- - -	117	75	64 15
Path of Condie P. 6	40 0 0	64	34	39 6
FORTEVIOT:				
Forteviot - P. 2	- - -	98	56	58 1
FORTINGALL:				
Fortingall - - P. 4	172 10 7	100	67	85 9
FOWLIS EASTER:				
Fowlis Easter - P. 6	- - -	91	53	52 13
FOWLIS WESTER:				
Balgowan - P. 2	- - -	84	51	56 0
Village - - P. 2	- - -	114	39	46 15
Glenalmond, Subscription - 5	- - -	67	24	39 8
GARTMORE:				
Gartmore - - P. 7	86 0 0	135	73	60 14
Dalmary - - S. 7	110 0 0	54	31	22 7
GLENDEVON:				
Glendevon - P. 7	- - -	38	13	26 6
INCHTURE:				
Inchture - - P. 6	- - -	186	101	96 9
INNERWICK (GLENLYON):				
Meggernie - - P. 4	- - -	44	23	42
KENMORE:				
Acharn - - P. 4	- - -	119	68	91 15
Ardtalnaig - P. 4	65 0 0	86	24	39 1
Fearnan - - P. 4	- - -	50	35	47 12
Kiltyrie - - P. 4	- - -	51	26	38 1
Lawers - - P. 4	65 0 0	93	44	56 2
KILLIN:				
Ardeonaig - - P. 4	- - -	56	15	28 5
Creanlarich - P. 4	- - -	52	16	28 2
Glendochart - P. 4	- - -	43	27	37 5
Killin - - P. 4	- - -	125	89	78 0
Strathfillan - P. 4	126 5 0	50	25	38 12
KILMADOCK:				
Deanston Works P. 7	- - -	206	125	98 5
Drumvaich - P. 7	- - -	40	17	26 6
Kilmadock - P. 7	415 1 7	368	155	128 12
KILSPINDIE:				
Kilspindie - P. 6	117 10 0	100	85	85 5
KINCARDINE:				
Blair Drummond P. 7	- - -	75	36	41 5
Kincardine - P. 7	- - -	142	57	56 11
Thornhill - P. 7	- - -	197	96	78 14

a School sold. *b* School sold and 14*l.* repaid. *c* School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Perth—*cont.*	£ s. d.			£ s. d.
KINCLAVEN:				
Kinclaven - - P. 5	- - -	69	44	46 10 0
KINFAUNS:				
Balthayock - P. 6	- - -	75	24	15 4 11
Kinfauns - - P. 6	- - -	63	31	20 3 3
KINLOCH-RANNOCH:				
Auchtarsin - P. 7	- - -	29	24	38 9 0
Kinloch-Rannoch P. 7	*100 0 0	80	53	60 8 0
Killichonan - G.A. 7	- - -	31	11	22 11 0
KINNAIRD:				
Kinnaird - P. 6	- - -	122	58	52 0 0
KINNOULL:				
Balbeggie - P. 6	218 2 6	120	84	84 9 0
KIPPEN (*see* STIRLINGSHIRE):				
KIRKMICHAEL:				
Ballintuim - P. 7	- - -	64	30	42 13 0
Glenshee - - P. 7	- - -	47	23	40 0 6
Kirkmichael - P. 7	65 0 0	130	54	59 0 11
LETHENDY AND KINLOCH:				
Kinloch - - P. 5	-	95	51	58 7 6
LITTLE DUNKELD:				
Dalguise - - P. 3	- - -	56	41	46 1 0
Drumour - - P. 3	90 0 0	67	39	53 18 6
Little Dunkeld - P. 3	162 10 0	200	82	73 1 0
Murthly and Airntully - P. 3	- - -	107	63	63 13 6
Balnaguard - Ch. 7	- - -	37	26	36 14 0
Birnam - - F.C.	260 0 0			
LOGIE:				
Bridge of Allan P. 2	273 3 9	220	149	114 11 0
Causewayhead - P. 7	216 5 0	120	97	79 1 0
Menstrie - - P. 7	326 5 0	250	181	167 0 6
LOGIEALMOND:				
Logiealmond - P. 5	- - -	73	64	61 10 0
LOGIERAIT:				
Aberfeldy - P. 3	- - -	319	190	173 2 0
Logierait - - P. 3	- - -	227	125	113 5 6
Strathtay, Stewart's Free 7	- - -	129	43	53 3 0
Tulloch of Pitnacree - - Ch. 7	- - -	68	34	42 4 0
LONGFORGAN:				
Longforgan - P. 6	106 10 0	180	123	105 10 0
Mylnefield - P. 6	246 12 6	186	180	166 7 0
MADDERTY:				
Madderty - - P. 2	- - -	95	71	69 6 6
MEIGLE:				
Ardler - - P. 5	- - -	110	64	48 5 0
Meigle - - P. 5	363 19 4	200	147	141 13 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Perth—*cont.*	£ s. d.			£ s. d.
METHVEN:				
Almondbank - P. 2	- - -	152	71	71 9 6
Methven - - P. 2	- - -	138	65	64 2 6
Methven - - F.C. *c*	74 0 0			
Methven, Female Industrial - 2	- - -	119	55	45 8 0
MONEYDIE:				
Moneydie - - P. 6	- - -	61	61	75 7 0
MONZIE:				
Monzie - - P. 2	- - -	133	48	52 11 0
Gilmerton - -	*80 0 0			
MONZIEVAIRD AND STROWAN:				
Monzievaird and Strowan - - P. 2	130 0 0	134	51	64 2 6
MOULIN:				
Moulin - - P. 3	56 1 3	135	64	68 9 0
Pitlochry - - P. 3	273 3 5	258	169	171 4 6
Straloch - - P. 7	119 16 10	104	15	29 6 6
MUCKART:				
Muckart - - P. 7	108 0 0	118	57	61 8 0
MUTHILL:				
Blairnroar - P. 4	104 17 6	40	11	26 17 6
Drummond St. P. 2	96 5 0	189	140	123 10 0
Willoughby St. P. *a*	151 0 0			
Innerpeffray - R. 4	- - -	56	22	35 8 0
Muthill - - R. 2	- - -	90	55	44 17 0
PERSIE:				
Blackwater - P. 7	- - -	60	31	51 1 5
Strone of Callie P. 7	104 17 10	87	46	61 4 0
Drimmie Burn Ch. 5	129 16 3	58	30	40 18 0
PERTH (BURGH):				
Central District P. 11	*600 0 0 189 2 0	370	302	259 19 0
Craigie - - P. 11	- - -	632	313	280 11 0
King Street - P. 10	*150 0 0	264	246	215 5 0
Kinnoull - P. 11	356 7 6	350	330	311 18 0
Northern District (Balhousie) - P. 10	738 18 9	580	536	482 7 4
North Port - P. 11	320 0 0	399	362	317 5 6
Southern District P. 10	*500 0 0 41 6 10	563	355	307 0 0
Watergate - P.	*200 0 0 105 0 0	(*c*)	9	5 16 0
Western District (New Row) - P. *c*	*200 0 0			
St. Andrew's - R. 11	- - -	316	270	235 5 0
St. John's - R. 11	528 8 0	317	222	188 7 0
St. Ninian's - R. 11	- - -	291	181	181 19 3
Seymour Munro Free - - 11	- - -	165	163	171 2 6
Stewart's, Free Trades - - 11	- - -	181	113	106 7 6
Territorial, Mission F.C.	297 0 0			
PERTH, EAST PARISH (LANDWARD):				
Cherrybank - P. 2	207 17 6	176	177	167 15 6
Craigend - - P. 2	- - -	54	36	25 6 0
Tulloch - - 2	- - -	87	40	30 8 0
PORT OF MONTEITH:				
Dykehead - P. 7	- - -	57	26	40 1 0
Port of Monteith P. 7	- - -	47	31	41 2 6
Ruskie - - P. 7	*48 0 0 64 0 0	62	27	39 18 6

a School sold. *c* School closed. *e* Evening school.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Perth—*cont.*	£ s. d.			£ s. d.
RATTRAY:				
Craig Mill - P. 5	- - -	95	61	53 7 6
Rattray - - P. 12	146 12 6	485	311	272 2 6
REDGORTON:				
Pitcairn Green P. 6	- - -	84	41	36 14 6
Redgorton - P. 6	- - -	111	75	65 8 0
RHYND:				
Rhynd - - P. 5	- - -	96	66	62 13 0
ST. MADOES:				
St. Madoes - P. 6	- - -	114	104	81 0 0
ST. MARTIN'S:				
Guildtown - P. 6	- - -	106	54	49 18 0
SCONE:				
New Scone - P. 1	369 10 0	311	261	404 15 4
Stormontfield - P. 6	- - -	59	29	38 8 0
TENANDRY:				
Aldgirnaig - G.A. 3	*33 0 0	68	47	61 7 6
Glenfincastle - 7	- - -	75	18	31 6 4
TIBBERMORE:				
Ruthvenfield - P. 6	- - -	218	90	80 5 0
Tibbermore P. 6	- - -	153	52	37 16 0
TRINITY GASK:				
Trinity Gask - P. 5	118 11 3	54	32	45 0 0
TROSSACHS:				
Loch Katrine - P. 6	- - -	25	7	22 5 6
Trossachs - - P. 6	130 5 0	60	21	33 3 6
TULLIALLAN:				
Tulliallan - - P. 7	300 0 0	205	150	157 14 6
Kincardine, Viscountess Keith's 7	- - -	107	182	129 17 8
WEEM:				
Weem - - P. 4	- - -	67	58	52 1 0
RENFREW.				
ABBEY PAISLEY (LANDWARD):				
Cardonald - P. 12	289 0 0	135	77	59 7 0
Elderslie, Wallace - - P. 1	198 0 0	337	225	198 17 6
Inkerman - P. 11	- - -	210	149	102 10 0
Johnstone - P. 2	1,120 7 9	850	854	825 16 0
Johnstone Macdowall Street - P. 10	- - -	182	132	146 8 0
Nethercraigs - P. 12	- - -	114	73	56 5 0
Johnstone, St. Margaret's - R. 2	- - -	550	383	335 2 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Renfrew—*cont.*	£ s. d.			£ s. d.
CATHCART:				
Cathcart - - P. 3	508 10 10	350	274	258 11 0
Crossmyloof - P. 11	- - -	522	414	394 13 0
Queen's Park - P. 11	508 10 10	1,236	697	656 8 6
Busby, St. Joseph R. 2	- - -	162	49	44 1 0
EAGLESHAM:				
Eaglesham - P. 3	- - -	166	94	86 12 0
Eaglesham, Female Industrial - - P. 3	164 0 0	150	57	46 12 6
EASTWOOD:				
Pollok, Academy P. 4	551 5 11	726	420	420 13 0
Pollokshaws, Sir J. Maxwell's - - P. 3	711 0 0	375	422	350 13 4
Thornliebank - P. 12	- - -	410	334	325 19 0
Pollokshaws, Infant - - Ch. 11	150 15 0	150	46	38 0 0
Pollokshaws, St. Conval's - R. 3	- - -	453	262	227 13 0
ERSKINE:				
Erskine - - P. 12	295 0 0	245	131	108 5 0
Undercraig - P. 12	180 0 0	113	43	36 8 0
GLASGOW, BURGH (*see* LANARKSHIRE).				
GOUROCK:				
Central - - P. 12	401 12 6	330	295	236 19 0
Eastern - - P. 12	184 10 0	150	163	147 7 6
St. Ninian's - R. 10	- - -	297	58	49 4 0
GOVAN (*see* LANARKSHIRE).				
GREENOCK (BURGH):				
Alan Ker - - P. 3	*120 0 0	306	297	276 3 0
Ann Street - P. 3	- - -	600	591	517 2 6
Belville Place - P. 3	753 6 3	630	728	707 15 0
Crawfurdsburn P. 10	327 17 6	257	265	208 17 0
Duncan St. - P. 10	- - -	589	583	528 10 0
Glebe - - P. 3	828 10 0	696	493	471 11 6
Highlanders' Academy - P. 11	*600 0 0	818	681	635 0 0
" - "	550 0 0		38	17 14 6
Mearns Street - P. 3	799 15 0	813	940	894 2 0
St. Andrew's Square - - P. 10	- - -	495	491	449 9 0
			31	10 19 0
Shaw Street - P. 3	717 3 1	708	669	636 9 0
Sir Michael St. P. 3	- - -	411	345	307 1 0
Cartsdyke, St. Lawrence - R. 11	- - -	601	464	373 9 0
East Greenock E. 3	64 11 4	280	174	152 5 0
East Shaw St. - 11	- - -	377	307	259 19 0
Fairries, John St. 11	- - -	213	167	133 1 0
Ragged and Industrial - -	1,000 0 0			
St. Andrew's - G.A. *c*	*190 0 0			
St. Mary's - R. 11	- - -	962	859	733 4 0
Shaw's Water Worsted Mills, Half Time - 10	- - -	139	81	70 4 0
West, St. John's E. 3	*80 0 0	98	90	79 1 7

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Renfrew—*cont.*	£ s. d.			£ s. d.
GREENOCK, EAST PARISH (LANDWARD), & PORT GLASGOW (LANDWARD).				
Ladyburn - - P. 12	- - -	312	307	298 6 6
HOUSTON AND KILLELLAN:				
Bridge of Weir P.	375 0 0			
Freeland - P. 1	159 10 0	245	134	111 10 0
Houston, North P. 3	121 5 0	140	104	95 0 4
Houston, South P. 3	218 0 0	143	108	80 7 4
Houston, St. Fillon's - - R. 3	- - -	57	59	46 10 0
INCHINNAN:				
Inchinnan - P. 4	- - -	135	60	53 10 0
INVERKIP:				
Inverkip - - P. 4	- - -	229	125	125 11 6
KILBARCHAN:				
Kilbarchan - P. 3	374 10 0	300	255	238 7 0
Kilbarchan, Female - - P. 3	- - -	177	110	96 1 0
Linwood - - P. 3	301 0 0	315	235	209 18 0
Linwood - - R. 2	- - -	273	141	110 1 0
KILMALCOLM:				
Kilmalcolm - P. 2	228 0 0	320	231	278 17 2
			12	3 3 0
West Side - P. 2	142 14 1	67	31	32 1 6
LEVERN:				
Levern - - P. 11	777 0 0	318	153	120 15 0
Household, Endowed 11	- - -	100		
Nitshill - - R. 11	- - -	123	82	64 13 0
LOCHWINNOCH:				
Glenhead - - P. 1	- - -	66	32	28 11 0
Howwood - P. 1	318 0 0	269	133	114 17 0
Lochwinnoch - P. 1	164 6 5	250	196	186 6 0
Macdowall - P. 1	- - -	92	77	61 12 6
MEARNS:				
Busby - - P. 2	727 7 6	540	289	260 8 0
Mearns - - P. 2	- - -	288	241	231 19 6
NEILSTON:				
Barrhead - - P. 3	504 15 0	505	356	318 14 0
			495	472 9 0
Cross Arthurlie P. 3	515 18 9	455	16	4 16 6
Madras - - P. 4	182 0 0	115	78	64 7 0
Neilston - - P. 4	- - -	283	229	209 2 0
Uplawmuir - P. 4	240 15 0	200	103	102 2 0
Barrhead - - R. 2	- - -	258	189	165 7 6
Crofthead Half-time 10	- - -	165	74	52 17 0
St. Thomas - R. 10	- - -	162	111	83 5 0
PAISLEY (BURGH):				
Carbrook Street P. 2	*700 0 0	250	217	171 18 0
Dickson - - P. *c*	50 0 0			
East - - - P. 4	1,087 6 7	700	711	693 0 5
Fergushe - - P. 4	865 16 3	950	714	731 1 4
Free Martyr's Mission Hall - P. 2	- - -	219	112	35 12 6
George Street, Central - - P. 2	240 0 0	266	271	241 4 0
Graham Institute P. 2	- - -	236	213	55 12 0
Moss Vale - - P. 10	- - -	222	221	184 5 0
North - - P. 4	1,087 18 1	700	712	617 14 0
South - - P. 4	1,087 10 11	700	755	760 4 6
			114	37 18 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Renfrew—*cont.*	£ s. d.			£ s. d.
PAISLEY (Burgh)—*cont.*				
Stevenson Street P. 11	216 0 0	383	368	347 19 0
The Stow - - P. 11	359 0 0	305	247	159 4 0
Thread Street - P. 10	- - -	179	149	129 5 0
West - - - P. 4	1,087 10 11	700	755	707 14 6
Maxwellton - 11	- - -	62	72	74 2 0
Neilson Educational Institution - - 5	- - -	1,564	886	912 17 0
Newtown, Infant Ch. 2	150 0 0	348	258	174 10 0
St. Catherine's R. 12	- - -	243	264	223 7 0
St. Joseph's - R. 12	- - -	114	65	45 0 0
St. Mary's - R. 2	- - -	615	316	286 1 0
St. Mirren's - R. 2	- - -	357	234	212 8 0
PORT GLASGOW (BURGH):				
Chapelton - P. 11	451 7 6	450	310	299 4 0
Jean Street - P. 11	550 0 0	712	596	530 18 0
			256	237 16 0
King Street - P. 11	- - -	258	51	22 1 6
Port Glasgow - E. 11	- - -	106	99	86 12 6
St. John's - R. 1	- - -	985	648	548 8 0
RENFREW (BURGH):				
Blythswood Testimonial - - P. 1	- - -	709	600	525 0 0
Lady A. Speir's - 12	- - -	70	59	41 17 0
Lady Campbell's 11	- - -	112	110	93 7 0
Lady Campbell's, Infant - - 1	- - -	76	70	44 10 0
St. James' - - R. 1	- - -	150	114	94 19 0
RENFREW (LANDWARD):				
Oswald - - P. 2	- - -	201	138	105 7 0
Scotstown - P. 1	214 7 6	340	144	108 17 0
Yoker - - P. 1	255 0 0	150	176	169 16 0
Jordanhills - E. 1	- - -	104	89	78 19 0
SKELMORLIE (*see* AYRSHIRE).				
ROSS AND CROMARTY.				
ALNESS:				
Alness - - - P. 1	507 13 0	100	93	84 10 6
Boath - - - P. 1	779 8 3	70	24	40 10 0
Glenglass - - P. 1	651 8 3	50	34	46 18 0
APPLECROSS:				
Aligin - - P. 7	623 16 11	63	33	35 2 0
			41	21 1 6
Applecross - P. 7	519 6 6	154	46	46 2 0
Arinacrinachd - P. 7	528 10 0	50	28	43 19 0
Callakille - - P. 7	573 1 5	30	14	22 15 0
Dibaig - - P. 7	630 10 0	60	23	26 5 6
Kishorn - - P. 7	687 0 0	51	32	30 13 0
Shieldaig - - P. 7	686 4 0	46	31	37 14 6
Torridon - - P. 7	618 3 5	36	22	26 10 0
AVOCH:				
Avoch - - - P. 2	879 18 6	160	113	73 2 0
			43	21 9 6
Killen - - - P. 2	655 0 0	78	61	62 4 6

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Ross and Cromarty —*cont.*	£ s. d.			£ s. d.
BARVAS:				
Airidh-an-tuim - P. 6	1,053 18 0	170	83	54 4 0
Barvas - - P. 6	912 2 7	155	62	41 18 0
		68	40 11 0	
Bragar - - P. 6	1,081 1 11	180	48	17 4 6
		116	99 14 0	
Cross - - - P. 6	1,115 10 0	185	53	23 12 0
		205	109 17 5	
Lionel - - - P. 6	1,095 10 0	265	139	71 13 6
CARNOCK:				
Strathconan - P. 2	778 5 0	48	23	44 1 6
CONTIN:				
Contin - - P. 2	1,047 9 6	100	58	51 9 0
Scatwell - - P. 2	- - -	40	16	28 9 0
CROMARTY:				
Cromarty - - P. 2	1,775 0 0	300	286	308 2 0
Peddieston - - P. 2	808 6 0	120	45	55 13 0
Cromarty - - F.C.	95 10 0			
DINGWALL:				
Dingwall - - P. 2	518 11 6	413	258	164 5 11
EDDERTON:				
Edderton - - P. 12	670 9 6	150	79	88 0 0
FEARN:				
Balmuchy - - P. 12	730 14 6	80	49	46 6 6
Hill of Fearn - P. 12	938 18 7	120	91	72 19 6
Hilton - - P. 12	1,020 5 0	178	137	105 6 0
FODDERTY:				
Fodderty - - P. 3	761 18 0	165	100	83 16 0
Maryburgh - P. 3	408 6 7	135	108	164 16 0
GAIRLOCH:				
Achtercairn - P. 7	818 8 0	85	54	58 15 0
Busalnaluib - P. 7	974 8 6	140	60	74 12 0
Inverasdale - P. 7	807 14 4	100	64	49 16 0
Kenlochewe - P. 7	707 4 5	40	19	35 17 6
Laide - - - P. 7	779 0 5	90	36	35 18 0
Mellon Udrigle - P. 7	662 5 1	44	30	41 18 0
Melvaig - - P. 7	875 5 8	84	49	49 7 6
Opinan - - P. 7	823 14 2	110	31	41 1 6
Pool Ewe - - P. 7	802 19 9	57	23	30 14 6
Sand - - - P. 7	787 11 9	70	30	28 13 0
Achadesdale - F.C. *c*	90 0 0			
Pool Ewe - - F.C.	90 0 0			
GLENSHIEL:				
Letterfearn - P. 8	618 10 0	36	17	25 18 6
Shiel - - - P. 8	614 4 10	40	20	32 13 0
KILLEARNAN:				
Killearnan - P. 2	875 12 3	180	46	49 15 0
Tore - - - P. 2	- - -	59	35	35 4 6
KILMUIR EASTER:				
Kilmuir Easter P. 11	1,233 6 6	160	109	118 17 6
		80	35	42 16 0
Tullich - - P. 11	842 7 3		25	10 15 0
KILTEARN:				
Kiltearn - - P. 2	726 9 9	214	107	89 7 6
KINCARDINE:				
Achnahannet - P. 12	648 15 0	40	31	50 7 6
Croick - - P. 12	776 5 0	35	16	30 8 0
Culrain - - P. 12	660 2 0	50	25	39 14 6
Gledfield - - P. 12	1,004 12 9	110	78	88 6 0
KINLOCH-LUICHART:				
Achnasheen - P. 2	705 19 7	50	28	34 9 0
Kinloch-Luichart P. 2	- - -	47	18	28 0 0
Strathgarve - 2	- - -	80	33	40 1 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Ross and Cromarty —*cont.*	£ s. d.			£ s. d.
KINTAIL:				
Dornie - - P. 8	538 14 11	50	22	26 2
Inverinate - - P. 8	323 4 5	40		
Killilan - - P. 8	748 12 6	90	27	33 1
Dornie, St. Duthac's R. 8	- - -	88	20	24 3
KNOCKBAIN:				
Drumsmittal - P. 3	847 5 8	120	90	168 9
Munlochy - - P. 3	697 14 6	140	62	61 5
Upper Knockbain P. 3	- - -	117	42	38 19
Arpafeelie, St. John's - - E. 3	- - -	89	40	37 1
LOCHALSH:				
Auchmore - - P. 8	553 0 0	50	21	24 19
Earbusaig - - P. 8	590 14 6	82	40	37 1
Lochalsh - - P. 8	643 17 9	90	38	40 11
Plockton - - P. 8	652 16 10	130	100	123 11
LOCHBROOM:				
Achiltibuie - - P. 7	149 8 1	87	61	60 3
Altando - - P. 7	149 8 1	90	30	37 15
Ardindrean - - P. 7	597 11 1	60	35	37 6
Auchduairt - - P. 7	550 5 3	24	20	34 19
Badcaul - - P. 7	- - -	65	28	42 14
Bord Buie - - P. 7	- - -	59	17	30 5
Lochbroom - - P. 7	366 8 7	63	31	48 2
Scoraig - - P. 7	- - -	87	39	50 10
Strath Cainnard P. *c*	149 8 1			
Tanera - - P. 7	560 10 4	30	19	34 15
Ullapool - - P. 7	1,052 5 10	259	169	218 13
LOCHCARRON:				
Attadale - - P. 8	- - -	44	37	57 2
Balnacra - - P. 8	609 10 0	50	5	17 2
Lochcarron - - P. 8	353 7 6	170	76	78 15
Strome - - P. 8	- - -	45	21	23 8
LOCHS:				
Achmore - - P. 6	423 7 6	30	23	28 16
Balallan - - P. 6	1,297 13 3	190	35	30 2
		124	83	1
Carloway - - P. 6	1,087 0 0	225	101	38 9
Cromore - - P. 6	810 15 6	63	46	33 13
Fidigary - - P. 6	1,225 0 0	152	49	23 0
		60	28	13
Graver - - P. 6	993 16 3	85	47	15 8
		53	38	1
Kershader - - P. 6	811 2 4	75	27	11 8
Knock-ian-due - P. 6	892 14 3	90	50	36 16
Lemreway - - P. 6	1,115 3 6	101	36	41 5
			17	4 6
Lurebost - - P. 6	1,206 9 5	150	—	—
			41	10 4
Planascar - - P. 6	1,110 3 6	100	—	—
Shawbost - - P. 6	1,455 3 6	205	118	89 11
			97	37 18
LOGIE EASTER:				
Logie Easter - P. 11	597 5 0	102	34	25 7
			18	8 17
Scotsburn - - P. 11	761 8 4	60	24	23 0
			35	16 7
NIGG:				
Nigg - - - P. 11	958 9 0	109	48	36 2
Pitcalino - - P. 11	840 6 0	85	39	30 3
RESOLIS:				
Cullicudden - P. 2	904 16 6	123	60	71 7
Newhall - - P. 2	922 15 0	123	81	75 15
ROSEMARKIE:				
Fortrose, Infants P. 12	- - -	84	39	29 4
Rosemarkie - P. 12	961 9 0	130	71	72 15
Fortrose Academy 12	- - -	103	63	72 9
Rosemarkie - F.C. *c*	100 0 0			

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Ross and Cromarty —*cont.*	£ s. d.			£ s. d.
ROSSKEEN:				
Ardross - - P. 12	1,019 2 6	111	57	65 14 6
Bridgend - - P. 12	1,114 5 6	205	153	164 8 6
Invergordon - P. 12	1,317 14 6	205	174	185 1 0
Newmore - - P. 12	886 3 3	107	59	54 3 0
Saltburn - - P. 12	833 1 9	96	29	22 3 0
Bridgend of Alness F.C.	74 7 6			
Invergordon - F.C.	153 0 0			
STORNOWAY:				
Aird - - - P. 5	1,088 12 1	180	101	74 2 6
Back - - - P. 5	1,188 3 4	270	175	86 6 9
			143	62 9 6
Bayble - - P. 5	1,073 19 1	210	135	90 17 0
Knock - - P. 5	826 7 7	120	64	64 0 0
			47	19 15 6
Laxdale - - P. 5	805 0 0	150	117	114 0 0
			90	49 7 6
Sandwickhill - P. 5	848 10 7	160	97	76 7 0
Tolsta - - P. 5	1,011 1 1	130	73	50 13 0
Tong - - P. 5	819 6 8	75	53	21 8 10
Nicolson Institution - - 5	- - -	145	119	128 12 6
Stornoway - F.C. 5	159 0 0	163	81	44 10 2
Stornoway, Female Industrial 5	- - -	199	198	225 11 0
TAIN:				
Inver - - - P. 7	723 0 0	91	67	66 8 0
Tain - - - P. 12	1,870 10 6	323	233	256 18 0
TARBAT:				
Old - - - P. 12	1,168 10 10	239	144	147 15 0
West - - - P. 12	740 12 3	68	45	43 2 0
UIG:				
Bernera - - P. 6	1,222 0 0	120	54	23 7 5
Breasclet - - P. 6	1,271 0 0	141	82	70 13 0
			50	25 0 0
Crowlista - - P. 6	998 10 0	55	35	45 10 6
Dun Carloway P. 6	1,146 0 0	100	33	20 14 0
Isllvig - - P. 6	882 0 0	85	46	26 12 0
Loch Croistean P. 6	967 2 6	65	33	47 11 0
Valtos - - P. 6	1,217 12 6	130	82	63 14 0
URQUHART AND LOGIE WESTER:				
Conon - - - P. 12	897 5 9	110	66	50 19 0
Culbokie - - P. 12	890 5 4	134	69	69 8 6
Ferintosh - P. 5	953 7 1	155	51	46 5 0
Mulbuie - - P. 12	883 9 3	95	82	89 4 0
Perintosh - - F.C.	90 0 0			
URRAY:				
Marybank - - P. 12	242 1 0	120	83	74 19 6
Tarradale - - P. 12	775 0 0	180	158	174 11 0
ROXBURGH.				
ANCRUM:				
Ancrum - - P. 2	- - -	153	114	81 7 0
Sandystones - P. 2	- - -	78	61	40 14 0
ASHKIRK:				
Ashkirk - - P 2	115 3 9	140	70	82 0 0
BEDRULE:				
Bedrule - - P. 3	- - -	84	33	33 1 0
BOWDEN:				
Bowden - - P. 1	- - -	125	69	56 7 6
Midlem - P. 1	- - -	58	41	42 3 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Roxburgh—*cont.*	£ s. d.			£ s. d.
CASTLETON:				
Burnmouth - - P. 5	123 18 9	55	41	53 11
Hermitage - - P. 5	142 11 3	75	28	39 9
New Castleton - P. 5	97 0 0	232	172	154 13
Riccarton - - P. 5	- - -	88	40	52 5
Saughtree - - P. 5	- - -	59	38	31 6
CAVERS and KIRKTOWN:				
Cogsmill - - P. 3	166 13 4	125	40	51 10
Denholm - - P. 2	106 5 0	201	153	129 2
Kirktown - - P. 2	196 17 6	125	65	61 9
CRAILING:				
Crailing - - P. 2	- - -	81	68	59 19
			20	11 2
ECKFORD:				
Caverton Mill - P. 3	- - -	94	37	34 15
Eckford - - P. 2	- - -	100	54	44 13
EDGERSTON:				
Edgerston - - P. 3	145 0 0	60	58	55 11
EDNAM:				
Ednam - - P. 2	93 5 8	133	111	115 6
HAWICK (BURGH):				
Buccleuch - - P. 11	308 2 11	1088	766	669 7
Drumlanrigg - P. 11	860 2 1	496	409	357 8
St. Mary's, Infant P. 11	- - -	228	150	119 19
Trinity - - P. 11	594 7 6	489	396	366 8
Wilton - - P. 11	361 13 1	725	436	403 12
Roman Catholic - 11	- - -	74	77	56 15
St. Cuthbert's - E. 11	- - -	138	104	93 14
			33	14 7
HAWICK (LANDWARD):				
Newmill - - P. 1	- - -	117	79	76 18
HOBKIRK:				
Hobkirk - - P. 3	- - -	149	69	63 0
HOWNAM:				
Hownam - - P. 5	- - -	43	33	47 6
HUME AND STITCHELL (*see* BERWICKSHIRE).				
JEDBURGH (BURGH):				
Grammar - - P. 11	458 18 9	300	207	163 13
			28	10 12
Jedburgh, Infant 11	- - -	109	82	60 9
St. John's - - E. 11	279 9 6	258	158	138 19
Jedburgh - - S. 11	374 17 6	128	126	110 5
JEDBURGH (LANDWARD):				
Lanton - - P. 3	192 2 6	100	43	43 0
Pleasants - - P. 3	187 12 6	80	68	64 3
KELSO:				
Kelso - - - P. 12	- - -	597	406	409 9
			41	12 6
Kelso, Infants - P. 12	227 13 1	200	144	112 14
LILLIESLEAF:				
Lilliesleaf - - P. 1	- - -	82	65	48 13
Lilliesleaf, Female P. 1	- - -	86	62	47 15
LINTON:				
Linton - - P. 3	- - -	84	56	50 10
MAKERSTON:				
Makerston - - P. 2	- - -	103	61	50 9

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Roxburgh—*cont.*	£ s. d.			£ s. d.
MAXTON:				
Maxton - - P. 1	- - -	92	62	44 11 0
MELROSE:				
Blainslie - - P. 3	168 10 10	103	68	70 15 8
Gattonside - - P. 12	123 0 0	87	31	22 0 6
Glendinning Terrace - - - P. 10	466 18 9	300	403	353 1 9
Langshaw - - P. 1	65 0 0	51	33	37 14 0
Melrose - - P. 12	482 6 3	426	234	216 2 6
Newtown, St. Boswell's - - P. 12	193 5 0	150	104	91 18 0
Newstead, Subscription - 12	- - -	86	38	14 11 8
MINTO:				
Minto - - P. 3	- - -	69	31	27 19 6
MOREBATTLE:				
Morebattle - - P. 3	35 0 0	181	106	98 9 0
Mowhaugh - - P. 5	- - -	40	24	38 6 0
OXNAM:				
Oxnam - - P. 3	- - -	130	63	66 1 6
Towford, Duke of Roxburgh's - 5	- - -	56	27	27 5 3
ROBERTON (*see* SELKIRKSHIRE).				
ROXBURGH:				
Fairnington - P. 2	60 0 0	83	25	27 15 6
Heiton - - P. 2	72 0 0	75	64	45 19 0
Roxburgh - - P. 2	46 18 1	123	80	52 12 8
ST. BOSWELL'S:				
St. Boswell's - P. 1	- - -	125	111	88 14 0
SMAILHOLM:				
Smailholm - - P. 2	- - -	113	78	61 0 0
SOUTHDEAN:				
Southdean - - P. 3	- - -	111	59	61 18 6
SPROUSTON:				
Lempitlaw - - P. 2	- - -	90	66	58 2 0
Sprouston - - P. 2	- - -	87	74	53 12 0
TEVIOTHEAD:				
Teviothead - - P. 3	- - -	100	41	55 18 6
Allanwater - - 7	- - -	38	18	31 9 0
WILTON:				
Clarilaw - - P. 3	- - -	65	56	53 9 0
Dean - - - P. 2	56 5 0	50	43	34 19 6
Stouslie - - P. 2	- - -	67	25	34 11 6
YETHOLM:				
Yetholm - - P. 3	93 0 0	205	148	125 17 0
Yetholm, Kirk G.A.	117 0 0			
SELKIRK.				
CADDONFOOT:				
Caddonfoot - - P. 4	- - -	140	62	58 12 0
ETTRICK:				
Ettrick - - P. 7	- - -	62	26	22 12 1

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Selkirk—*cont.*	£ s. d.			£ s. d.
GALASHIELS (BURGH):				
Galashiels - - P. 10	626 18 5	817	771	674 12 6
Galashiels, Infant - - - P. 10	- - -	151	89	84 4 0
Ladhope - - P. 10	314 15 0	252	241	219 3 6
Galashiels - - E. 10	450 0 0	263	248	234 17 0
Galashiels - - R. 10	- - -	313	138	113 7 6
Gala, Subscription *c*	200 0 0			
GALASHIELS (LANDWARD):				
Galashiels - - P. 10	- - -	266	255	222 13 6
Lindean - - P. 1	132 10 0	60	49	47 6 0
KIRKHOPE:				
Kirkhope - - P. 3	- - -	107	62	71 5 0
Redford Green - P. 7	- - -	40	17	31 0 2
Duke of Buccleuch's - - 7	- - -	38	30	40 0 0
ROBERTON:				
Howpasley - - P. 5	65 0 0	36	24	33 2 0
Roberton - - P. 1	86 13 4	110	65	71 18 6
SELKIRK (BURGH):				
Knowe Park - P. 12	- - -	420	378	380 8 0
Selkirk - - P. 12	570 5 6	542	359	313 19 6
Bowhill - - 7	- - -	53	32	31 9 3
Selkirk - - R. 12	- - -	124	40	36 18 0
SELKIRK (LANDWARD):				
Selkirk - - P. 12	312 0 0	200	282	203 0 0
YARROW:				
Yarrow - - P. 3	- - -	91	62	90 3 0
Yarrowford - P. 3	111 11 8	45	31	42 10 6
STIRLING.				
AIRTH				
Airth - - - P. 4	97 10 0	182	161	157 1 6
South Alloa - P. 4	165 0 0	80	42	31 16 0
Dunmore, Lord Dunmore's - E. 4	- - -	84	68	62 10 2
ALVA:				
Park Place - - P. 11	640 12 6	1020	691	906 13 9
			68	15 8 0
Alva, Infant - 11	116 10 0	226	170	124 12 0
BALDERNOCK:				
Baldernock - P. 3	113 9 4	125	62	66 10 4
BALFRON:				
Balfron - - P. 3	306 5 0	208	154	149 10 6
BOTHKENNAR:				
Bothkennar - P. 3	245 19 8	264	236	187 1 0
BUCHANAN:				
Buchanan - - P. 4	- - -	52	30	36 11 0
Inversnaid - - P. 6	- - -	43	8	22 6 0
CAMPSIE:				
Craighead - P. 11	60 3 9	197	123	109 15 6
			22	9 13 0
Lennoxtown - P. 11	*230 0 0	312	239	206 2 0
Rowantreefauld P. 11	- - -	133	156	138 16 0
Torrance - - P. 6	241 10 11	160	57	59 3 0
Lennoxtown, Oswald - - Ch. *c*	288 0 0			
Lennoxtown, St. Machan's - R. 11	- - -	208	181	156 0 6

c School closed.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Stirling—*cont.*	£ s. d.			£ s. d.
DENNY:				
Denny - - P. 4	424 2 6	600	414	370 17 0
Lawhill - - P. 4	59 12 6	50	22	35 4 0
Longcroft - P. 4	315 0 0	250	224	233 11 0
Denny - - R. 7	- - -	188	—	*d*
Haggs, Subscription -	*80 0 0 33 0 0			
DRYMEN:				
Auchentroig - P. 4	- - -	59	26	37 17 0
Drymen - - P. 4	- - -	151	67	60 14 6
Finnich - - P. 4	- - -	51	43	45 13 0
DUNIPACE:				
Dunipace - - P. 7	383 18 4	300	151	112 18 2
Torwood - - P. 7	76 19 3	60	42	37 14 0
FALKIRK (BURGH):				
Bainsford - - P. 1	- - -	260	262	207 12 0
Central - - P. 1	413 7 11	384	356	296 16 0
Comely Park - P. 1	- - -	429	345	325 0 6
Northern - - P. 1	406 0 0	567	462 50	426 7 6 18 7 6
Southern - - P. 1	- - -	355	356	262 5 0
St. Francis' - R. 12	- - -	180	141	123 12 6
FALKIRK (LANDWARD):				
Auchengean - P. 1	- - -	68	54	57 8 0
Bonnybridge - P. 1	380 15 0	415	363	319 12 0
Camelon - - P. 1	428 8 1	500	430	395 8 0
Greenhill - - P. 12	- - -	104	74	49 10 0
Laurieston - P. 1	354 7 6	280	257	230 15 6
Bainsford, Female Industrial - 1	- - -	104	114	82 6 0
FINTRY:				
Fintry - - P. 3	163 0 0	90	25	19 16 0
Stewart's Endowed 3	- - -	82	55	51 7 6
GARGUNNOCK:				
Gargunnock - P. 3	69 0 0	167	72	66 5 0
GARTMORE (*see* PERTHSHIRE).				
GRANGEMOUTH:				
Dundas - - P. 10	455 0 0	538	530	699 12 9
Zetland - - P. 10	- - -	371	299	376 12 5
KILLEARN:				
Killearn - - P. 3	283 15 0	210	130	114 14 0
KILSYTH (TOWN):				
Academy - - P. 12	681 5 0	883	692	535 9 0
Kilsyth - - R. 7	168 11 3	172	—	*d*
KILSYTH (LANDWARD):				
Banton - - P. 3	283 5 0	173	112	104 13 0
Chapel Green - P. 3	- - -	88	45	31 3 0
KIPPEN:				
Arnprior - - P. 2	165 12 6	100	61	60 19 6
Buchlyvie - P. 2	186 0 0	120	72	65 16 0
Castlehill - - P. 2	106 13 7	97	75	65 12 6
Kippen - - P. 2	- - -	95	51	41 6 6
LARBERT:				
Carronshore - P. 3	*190 0 0	252	203	163 2 0
Larbert - - P. 3	128 5 0	225	234	233 0 0
Larbert, Village P. 3	207 0 0	223	227	185 12 0
Stenhousemuir P. 3	130 0 0	212	219	160 11 0
Carron - - 3	- - -	216	159	133 0 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Stirling—*cont.*	£ s. d.			£ s.
LECROPT:				
Lecropt - - P. 5	- - -	137	103	89 12
LOGIE (*see* PERTHSHIRE).				
MUIRAVONSIDE:				
Blackbraes - P. 5	- - -	182	135	95 17
Drumbowie - P. 5	215 0 0	150	91	63 1
Muiravonside - P. 5	178 5 0	175	123	105 5
NEW or EAST KILPATRICK (*see* DUMBARTONSHIRE).				
POLMONT:				
Polmont - - P. 4	52 0 7	176	127	91 15
Redding - P. 4	199 15 0	196	180	173 5
Shieldhill - P. 4	- - -	234	117	96 5
Bennetson, Female - - 4	- - -	61	45	26 7
Polmont, Female 4	- - -	62	62	55 2
Polmont - - F.C. *c*	225 10 0			
Redding, Muirhead - - 4	- - -	206	138	109 6
ST. NINIAN'S:				
Bannockburn - P. 2	346 5 0	270	278	238 7
Cambusbarron - P. 2	333 0 0	270	178	149 8
East Plean - P. 2	228 17 6	150	94	80 12
Fallin - - P. 2	139 7 6	60	17	27 2
Milton - - P. 2	226 5 7	150	72	60 17
Muirland - - P. 5	109 0 0	40	20	35 4
West Plean - P. 2	- - -	100	52	50 7
Bannockburn, Wilson's Academy 2	- - -	236	118	93 6
Sauchie, Female 2	- - -	71	27	40 17
SLAMANNAN:				
Avonbridge - P. 6	231 5 0	150	72	52 5
Limerigg - - P. 6	429 2 6	401	226	190 6
Slamannan - P. 6	480 12 6	613	391 45	320 16 13 10
Drumclair Colliery 6	- - -	155	118	102 8
Slamannan - F.C. 6	180 0 0	146	125	106 6
STIRLING (BURGH):				
Allan's - - P. 2	- - -	347	277 46	264 7 15 1
Craigs - - P. 6	453 0	450	463	443 4
High - - P. 6	- - -	306	191	215 9
Raplock - - P. 2	- - -	54	24	16 18
St. Ninian's - P. 2	340 17 6	325	207	197 0
Stirling, Infant P. 2	- - -	233	224	160 10
Territorial - P. 6	- - -	409	343	300 2
Stirling - - R. 5	- - -	270	132	115 2
St. Mary's - R. 12	- - -	248	177	154 17
STIRLING (LANDWARD):				
Abbey - - P. 5	- - -	48	40	33 8
STRATHBLANE:				
Strathblane - P. 2	107 10 0	200	155	144 2

c School closed.

d Inspection deferred.

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
	£ s. d.			£ s. d.
SUTHERLAND.				
ASSYNT:				
Achmelvich - P. 5	- - -	50	22	38 4 0
Assynt - P. 5	- - -	81	8	23 13 0
Culkein - P. 5	153 10 10	88	62	61 3 0
Drumbaig - P. 5	127 0 0	62	34	40 10 0
Elphine - P. 5	121 0 0	55	47	51 19 0
Lochinver - P. 5	153 10 10	88	37	51 13 6
Stoer - P. 5	- - -	104	48	38 1 0
CLYNE:				
Clyne - P. 7	104 1 3	250	141	101 8 10
Doll - P. 7	- - -	83	35	28 0 0
Strathbrora - P. 7	- - -	28	13	26 10 0
CREICH:				
Bonar Bridge - P. 7	- - -	139	82	73 2 0
Invershin - P. 7	- - -	44	17	29 18 6
Larachan - P. 7	177 17 6	100	26	40 15 0
Rosehall - P. 7	166 5 0	90	48	56 16 0
DORNOCH:				
Balvraid - P. 7	153 10 10	80	31	33 6 6
Dornoch - P. 7	137 10 10	187	88	88 5 0
Embo - P. 7	- - -	62	32	14 2 0
Rearquhar - P. 7	175 10 0	116	47	40 2 6
Skibo - 7	- - -	82	23	35 2 6
DURNESS:				
Durine - P. 6	- - -	127	66	88 3 0
EDDRACHILLIS:				
Badcall, Inchard P. 6	127 0 0	60	47	64 2 0
Oldshore - P. 6	128 5 0	90	40	25 2 6
Scourie - P. 6	- - -	55	33	60 17 0
FARR:				
Armadale - P. 6	119 10 10	64	37	49 2 6
Farr - P. 6	39 18 9	125	75	56 12 3
Kirtomy - P. 6	101 0 0	34	30	42 9 0
Strathy - P. 6	164 6 10	180	50	58 18 0
GOLSPIE:				
Backies - P. 7	- - -	68	24	20 2 0
Golspie - P. 7	96 17 0	260	168	181 15 0
KILDONAN:				
Helmsdale - P. 1	- - -	242	151	132 2 6
Kildonan - P. 7	- - -	29	—	—
Kinbrace - P. 7	- - -	34	21	33 7 6
LAIRG:				
Lairg - P. 7	211 12 6	130	107	118 13 0
Shinness - P. 7	- - -	86	30	42 6 0
LOTH:				
Loth - P. 7	- - -	60	30	38 4 0
REAY (*see* CAITHNESS-SHIRE).				
ROGART:				
Blarich - P. 7	- - -	81	71	70 2 8
Rhilochan - P. 7	- - -	54	26	25 10 0
Rogart - P. 7	- - -	105	39	39 10 0
TONGUE:				
Melness - P. 6	196 16 2	129	69	42 8 0
Skerray - P. 6	175 15 5	110	33	22 18 0
Tongue - P. 6	115 2 1	110	42	48 10 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
	£ s. d.			£ s. d.
WIGTOWN.				
BARGRENNAN (*see* KIRKCUDBRIGHT).				
GLASSERTON:				
Glasserton - P. 3	- - -	94	60	52 8 0
Knock - P. 3	- - -	49	46	43 12 0
Ravenstone - P. 3	98 5 0	80	49	58 17 6
INCH:				
Castle Kennedy P. 5	- - -	105	73	63 19 6
Inchparks - P. 5	- - -	115	96	107 0 0
Lochans - P. 5	272 7 6	168	93	88 6 0
Cairn Ryan - G.A. 5	- - -	81	53	63 14 6
KIRKCOLM:				
Douloch - P. 5	153 15 0	90	53	48 3 0
Kirkcolm - P. 5	- - -	168	124	128 18 0
Village - 5	- - -	49	50	35 11 0
KIRKCOWAN:				
Darnow - P. 5	- - -	35	16	27 0 0
Kirkcowan - P. 5	- - -	247	156	133 16 6
KIRKINNER:				
Kirkinner - P. 4	- - -	133	124	97 11 0
Longcastle - P. 4	- - -	83	57	50 0 0
Malzie - P. 4	- - -	58	23	25 3 0
KIRKMAIDEN:				
Central - P. 5	366 7 6	230	155	147 1 6
Northern - P. 5	230 5 0	180	83	72 1 0
Southern - P. 5	176 6 9	85	59	53 11 0
LESWALT:				
Larbrax - P. 5	90 0 0	55	43	39 17 0
Leswalt - P. 5	267 0 0	200	98	99 3 0
MOCHRUM:				
Culshabbin - P. 3	128 7 6	60	26	40 3 0
Eldrig - P. 3	24 10 0	80	52	42 9 0
Mochrum - P. 3	- - -	132	81	73 17 0
Port William - P. 3	307 17 6	220	134	123 14 0
NEW LUCE:				
Glenwhilly - P. 4	82 10 0	32	11	25 0 0
New Luce - P. 4	65 0 0	131	82	66 15 0
OLD LUCE OR GLENLUCE:				
Drochduil - P. 4	213 1 10	120	63	55 2 0
Glenluce Academy P. 4	359 0 11	280	165	146 3 0
Glen of Luce - P. 4	238 10 0	100	56	62 15 0
PENNINGHAME:				
Corsbie, Infants P. 12	- - -	121	98	69 16 0
Grange - P. 3	260 0 0	100	44	51 3 0
Loudon - P. 3	- - -	54	35	47 13 0
Penninghame - P. 12	214 9 2	135	114	76 3 0
Challock - E. 12	- - -	47	35	29 2 0
Newton Stewart, Douglas Academy 12	- - -	187	78	70 1 0
Newton Stewart, St. Ninian's - R. 12	- - -	180	36	27 9 0
PORTPATRICK:				
Portpatrick - P. 6	141 0 0	277	127	107 9 0
Enock - G.A.	60 0 0			

Digitized by Google

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Wigtown—*cont.*	£ s. d.			£ s. d.
SORBIE:				
Garlieston - P. 3	- - -	188	129	111 10 0
Sorbie - - P. 3	184 17 6	160	88	76 0 0
STONEYKIRK:				
Ardwell - - P. 6	234 3 9	160	86	75 0 0
Meoul - - P. 6	220 0 0	76	62	68 9 0
Sandhead - P. 6	- - -	117	89	75 19 0
Stoneykirk - P. 6	63 17 6	141	86	78 15 0
STRANRAER (BURGH):				
Academy - - P. 10	465 0 0	648	366	308 13 0
„ - - P. 6	- - -	—	388	228 7 4
Elementary - P. 1	185 6 3	409	381	296 12 0
Sheuchan - P. 1	265 8 9	302	211	191 1 6
Stranraer - P.C. *c*	138 15 0			
St. Joseph's - R. 1	- - -	72	46	26 14 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Wigtown—*cont.*	£ s. d.			£ s. d.
WHITHORN:				
Glasserton Road P. 3	- - -	191	147	133 6 0
Isle - - - P. 3	- - -	85	46	31 1 0
Principal - - P. 3	- - -	177	137	108 5 0
WIGTOWN:				
Burgh & Parish P. 10	- - -	164	146	145 2 0
Charity - - P. 10	- - -	116	39	23 5 0
Normal - - P. 10	- - -	154	45	53 8 9
All Souls - - R. 10	- - -	105	36	47 5 0

c School closed.

Digitized by Google

GRANTS PAID TO SCHOOL BOARDS

(under Sect. 67. Education (Scotland) Act, 1872) during the period ended 30th April 1887.

Name of Board.	County.	For Year ended Whit-Sunday.	Amount.
			£ s. d.
Airdrie - - - -	Lanark - -	1886	222 4 4
Anstruther-Easter - -	Fife - -	„	43 9 8
Anstruther-Wester - -	„ - -	„	6 18 10
Applecross - - -	Ross - -	„	39 18 1
Assynt - - - -	Sutherland -	1885	26 18 9
„ - - - -	„ -	1886	23 17 9
Banff (Burgh) - - -	Banff - -	„	66 18 2
Barra - - - -	Inverness -	„	68 12 6
Barvas - - - -	Ross - -	1885	297 5 2
„ - - - -	„ - -	1886	268 0 2
Beath - - - -	Fife - -	„	190 17 6
Bervie - - - -	Kincardine -	„	38 12 0
Bonhill - - - -	Dumbarton -	„	75 5 6
Brechin (Burgh) - -	Forfar - -	„	265 16 3
Bressay, Burra, and Quarff -	Shetland - -	„	28 7 5
Canisbay - - -	Caithness -	„	22 5 2
Cullen - - - -	Banff - -	1885	55 16 0
„ - - - -	„ - -	1886	59 2 0
Delting - - - -	Shetland - -	„	20 18 0
Drainie - - - -	Elgin - -	„	62 1 3
Duffus - - - -	Elgin - -	„	101 5 9
Duirinish - - -	Inverness -	„	42 17 6
Dunfermline (Burgh) - -	Fife - -	„	457 18 6
Dunrossness - - -	Shetland - -	„	135 8 10
Dysart (Burgh) - - -	Fife - -	„	220 8 3
Enzie - - - -	Banff - -	1885	10 0 3
Eyemouth -	Berwick - -	1886	77 9 5
Ferryport-on-Craig - -	Fife - -	„	51 3 6
Fetlar and North Yell - -	Shetland - -	„	15 3 5
Firth and Stennis - -	Orkney - -	„	11 11 4

Digitized by Google

Name of Board.	County.	For year ended Whit-Sunday.	Amount.
			£ s. d.
Fordyce - - - -	Banff - -	1886	12 14 4
Forfar (Burgh) - - -	Forfar - -	1885	323 15 10
Gairloch - - - - -	Ross - -	1886	21 16 0
Gamrie - - - -	Banff - -	„	93 16 0
Girvan (Burgh) - - -	Ayr - -	1885	71 0 0
„ - - -	„ - -	1886	64 13 5
Harray and Birsay - -	Orkney - -	„	45 15 0
Harris - - - -	Inverness - -	„	79 13 9
Hawick (Burgh) - - -	Roxburgh -	„	246 19 5
Holm - - - -	Orkney - -	1885	1 1 5
„ - - - -	„ - -	1886	6 2 10
Inverkeithing - - -	Fife - -	„	22 16 0
Keiss - - - -	Caithness -	1885	14 4 6
„ - - -	„ - -	1886	22 9 6
Kemnay - - - -	Aberdeen -	„	42 9 6
Kilbirnie - - - -	Ayr - -	„	18 8 7
Kilsyth (Burgh) - - -	Stirling - -	„	87 0 6
Kirkintilloch (Burgh) - -	Dumbarton -	„	118 15 8
Larkhall - - - -	Lanark - -	„	165 4 1
Leadhills - - -	„ - -	„	14 7 10
Leslie - - - -	Fife - -	„	70 13 0
Lochbroom - - -	Ross - -	„	1 5 0
Lochgelly - - -	Fife - -	„	176 7 0
Lochs - - - -	Ross - -	1885	410 17 0
„ - - - -	„ - -	1886	368 11 11
Marnoch - - - -	Banff - -	1885	42 7 4
Methlick - - - -	Aberdeen -	1886	13 10 11
Mid and South Yell - -	Shetland - -	„	38 0 6
Nairn (Burgh) - - -	Nairn - -	„	107 12 6
Nesting, Lunnasting, Whalsay, and Skerries.	Shetland - -	„	40 5 4
New Byth - - -	Aberdeen -	„	58 11 10
New Pitsligo - - -	„ - -	„	51 9 1
Northmavine - - -	Shetland - -	„	40 13 1
North Uist - - -	Inverness -	1885	76 17 0
„ „ - - -	„ -	1886	92 15 10
Pitsligo - - - -	Aberdeen -	„	51 6 4

Digitized by Google

Name of Board.	County.	For Year ended Whit-Sunday.	Amount.
			£ s. d.
Pittenweem - - -	Fife - -	1886	69 4 0
Rathen - - - -	Aberdeen -	„	15 4 11
Rathven - - - -	Banff - -	„	200 12 8
St. Andrew's and Deerness -	Orkney - -	„	12 14 5
St. Monance - - -	Fife -	„	58 10 7
Sandsting and Aithsting - -	Shetland - -	„	71 13 4
Scoonie - - - - -	Fife - -	„	88 5 0
South Ronaldshay and Burray -	Orkney - -	„	49 14 8
South Uist - - -	Inverness -	„	238 19 8
Stevenston - - -	Ayr - -	„	41 11 8
Stonehouse - - -	Lanark - -	„	53 9 8
Stornoway - - -	Ross - -	1885	231 0 3
„ - - -	„ - -	1886	230 11 3
Strath - - - -	Inverness -	1885	14 0 6
Stromness - - -	Orkney - -	1886	70 5 9
Tingwall, Whiteness, and Weisdale	Shetland - -	„	28 0 11
Tranent - - - -	Haddington -	„	56 12 2
Uig - - - -	Ross - -	„	93 11 9
Unst - - - -	Shetland - -	„	19 17 6
Walls and Flotta - -	Orkney - -	„	27 17 6
Walls, Sandness, Papa, and Foula	Shetland - -	1885	46 11 1
„ „ „	„ - -	1886	40 6 5
Westray and Papa Westray - -	Orkney - -	1885	47 11 0
Wick (Burgh) - - -	Caithness -	1886	154 9 2

LONDON: Printed by EYRE and SPOTTISWOODE,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.

Digitized by Google

FOURTEENTH

ANNUAL REPORT

BY

THE ACCOUNTANT FOR SCOTLAND

TO THE

SCOTCH EDUCATION DEPARTMENT.

Presented to both Houses of Parliament by Command of Her Majesty.



EDINBURGH:

PRINTED BY NEILL & COMPANY.

To be purchased, either directly or through any Bookseller, from any of the following Agents, viz.,

Messrs HANSARD, 13 Great Queen Street, W.C., and 32 Abingdon Street, Westminster;
Messrs EYRE & SPOTTISWOODE, E. Harding St., Fleet St., and Sale Office, House of Lords;
Messrs ADAM and CHARLES BLACK, of Edinburgh;
Messrs ALEXANDER THOM and Co., or Messrs HODGES, FIGGIS, and Co., of Dublin.

1887.

[C.—5092.] *Price 7d.*

Digitized by Google

CONTENTS.

	PAGE
I. Report, ...	iii
II. General Abstract of Statements of Income, Expenditure, and Liabilities of School Boards for the year ended the 15th May 1886, ...	2
III. Summary of Abstract, showing the Amount of Income, Expenditure, and Liabilities in each County, ...	86
IV. General Abstract of Statements of Income, Expenditure, and Liabilities of Higher Class Public Schools for the year ended the 15th May 1886, ...	90
V. Table of Payments by Town Councils, ...	94

Digitized by Google

REPORT.

ACCOUNTANT'S OFFICE FOR SCOTLAND,
33 YORK PLACE, EDINBURGH,
June 29, 1887.

To the Secretary of the
Scotch Education Department.

SIR,

I have the honour to submit, in terms of section 51 of the Education (Scotland) Act, 1872, the Annual Report of the Accountant for Scotland to the Scotch Education Department, prepared from returns made to me by the school boards in Scotland, setting forth the amount of the Receipts and Expenditure of each board for the year ended at Whitsunday 1886.

The total number of school boards is 980, being two less than in the last Abstract, owing to the Burgh and Landward Boards of Haddington and Rutherglen having been combined.

The Treasurers of all these school boards have transmitted to this Office an Account, showing their money receipts and payments, the state of the funds and property under their charge, and the amount of liabilities at Whitsunday, together with the vouchers, in terms of sections 48 and 49 of the Act.

In each case a certification was annexed to the Account, and signed by the Chairman, to the effect that the Account had been submitted to the school board for examination, and had been approved of, and that the board had satisfied themselves, by reference to the Bank Pass Book, that the balances at the beginning and at the end of the Account were correctly stated.

The following ten school boards had no schools under their charge, viz.:—Ayr (Landward), Bathgate (Burgh), Burntisland (Landward), Cupar (Burgh), Dollar, Dumbarton (Landward), Forres (Landward), Greenock, West Parish (Landward), Sheuchan, and Tenandry.

Digitized by Google

Income.

The total income of the 980 School Boards during the year, as set forth in the Accounts examined and passed by me, was £1,341,262, 2s. 1d., derived from the following sources, viz.:—

School Fees,	£245,599	0	3
Parliamentary Grants from the Scotch Education Department,	370,968	17	1
Parliamentary Grants from Science and Art Department,	4,328	11	2
School Rate,	465,166	17	3
Loans raised,	224,336	0	0
Interest from Endowments,	5,033	1	11
Contributions under section 42,	2,891	13	2
Books Sold,	6,394	3	6
Fines recovered,	124	16	6
Interest on Bank Accounts,	398	19	2
Other Sources,	16,020	2	1
	£1,341,262	2	1

This amount shows an increase of £98,826, 4s. 10d. on the income of the previous year, or, deducting loans in each case, an increase of £48,349, 4s. 10d., arising out of an increase in fees, annual grants, and rates.

The proportions which the several sources of income, excluding loans and building grants in aid of capital charges, bear to the total income for each of the three years 1883–84, 1884–85, and 1885–86, are given in the following table:—

	1883–84.	1884–85.	1885–86.
	Per cent.	Per cent.	Per cent.
School Fees and Sale of Books to children,	22·6	22·7	22·6
Grants from the Scotch Education Department (including Grants for Science and Art),	31·7	32·6	33·4
Rates,	42·3	41·6	41·8
Other sources of income,	3·4	3·1	2·2

The proportion of the total receipts raised by loans and building grants in each of the three years was:—

	1883–84.	1884–85.	1885–86.
	Per cent.	Per cent.	Per cent.
Loans,	14·6	14·0	16·7
Building Grants from the Scotch Education Department,	0·19	0·18	0·26

Digitized by Google

School Fees.—The sums entered in the Accounts of the boards as having been received from this source during the year amounted to £245,599, 0s. 3d., being an increase of £9,561, 2s. 1d. on the amount received during the previous year. The school boards of Glengairn (Aberdeen), Arrochar (Dumbarton), Barra, Harris, and South Uist (Inverness), and Uig (Ross), exacted no fees in the schools under their charge.

Parliamentary Grants (from the Scotch Education Department). As appears from the Accounts, the total sum received during the year by the boards in annual grants, and additional grants under section 67, was £367,443, 10s. 11d., which shows an increase of £22,983, 0s. 7d. on the amount received during the previous year. The building grants amount to £3,525, 6s. 2d. The details are as follows, viz.:—

Annual Grants, - - - - -	£360,705	6	3
Building Grants (received by 4 School Boards), - - - - -	3,525	6	2
Additional Grants under section 67 (received by 84 School Boards), - - - -	6,738	4	8
	£370,968	17	1

In the case of twenty-six school boards (including the ten which have no schools under their charge), there is no sum appearing as annual grant in the Accounts for the year, in consequence of changes in the dates of inspection or owing to the grants, although earned, not having been received by Whitsunday 1886.

Grants from Science and Art Department.—The amount received under this head during the year was £4,328, 11s. 2d., which shows an increase of £547, 8s. 7d. on the sum received during the year 1884–85.

School Rate.—The sums received during 1885–86 by the treasurers of school boards from the rating authorities amounted to £465,166, 17s. 3d., being an increase of £21,482, 6s. 11d. on the amount paid to them during the previous year.

The rates varied from 1d. to 3s. per £, except in the parishes of Barvas and Lochs, where in each case it was 4s. 6d. per £. For example, in St Andrews (B.) (Fife), Uphall (Linlithgow), and Eaglesham (Renfrew), the rate was 1d.; in Kettins (Forfar), and Dunsyre (Lanark), 1½d.; in Glengairn (Aberdeen), Cumbrae (Bute), Inveresk (L.), (Edinburgh), Kirkcaldy (L.), (Fife), Insh (Inverness), Cleish (Kinross) Tongland (Kirkcudbright), Culter (Lanark), Aberfoyle (Perth), Kinlochluichart (Ross), Hownam (Roxburgh), and Selkirk (L.), (Selkirk), 2d.; in Dalrymple (Ayr),

Digitized by Google

Chirnside (Berwick), Ruthwell (Dumfries), Heriot (Edinburgh), Arbirlot (Forfar), Carmichael (Lanark), West Linton (Peebles), Bendochy (Perth), Oxnam (Roxburgh), and Ettrick (Selkirk), 2½d.; while in Lonmay (Aberdeen), Urquhart (Elgin), Stenton (Haddington), Stenscholl (Inverness), Shettleston (Lanark), Shapinshay (Orkney), Lochalsh (Ross), and Eddrachillis (Sutherland) it was 1s.; in Glenrinnes (Aberdeen), and South Knapdale (Argyll), 1s. 2d.; in Cabrach (Aberdeen), Kilfinichen, &c. (Argyll), Canisbay (Caithness), and Kilmuir (Inverness), 1s. 4d.; in Glenbucket (Aberdeen), Duirinish (Inverness), Lochcarron (Ross), and Dornoch (Sutherland), 1s. 5d.; in Lochgilphead (Argyll), Gairloch (Ross), and Unst (Shetland), 1s. 6d.; in Wick (B.), (Caithness), 1s. 7d.; in Portree (Inverness), and Tongue (Sutherland), 1s. 8d.; in Keiss (Caithness), Applecross (Ross), and Delting (Shetland), 1s. 9d.; in North Knapdale (Argyll) and Latheron (Caithness), 1s. 10d.; in Kilbrandon, &c. (Argyll), and Assynt (Sutherland), 1s. 11d.; in Sleat (Inverness), and Nesting (Shetland) 2s.; in Strath (Inverness), 2s. 1d.; in Barra (Inverness), 2s. 2d.; in Rousay, &c. (Orkney), 2s. 5d.; in Harris (Inverness), and Mid and South Yell (Shetland), 2s. 6d.; in Walls (Shetland), 2s. 7d.; in Northmavine (Shetland), 2s. 8d.; in Uig (Ross) 3s.; and as already mentioned, in Barvas (Ross) and Lochs (Ross), 4s. 6d. per £.

The following tables give the amounts received by the treasurers of school boards from the rating authorities during the three years ending at Whitsunday 1886:—

	1883–84.	1884–85.	1885–86.
	£	£	£
In Burghs, ...	145,270	146,420	162,340
In Parishes and School Districts,	296,340	297,265	302,827
Total, . .	441,610	443,685	465,167

The sums represent an average rate per £ on the rateable value of the districts:—

	1883–84.	1884–85.	1885–86.
	d.	d.	d.
In Burghs, ...	4·58	4·67	5·23
In Parishes and School Districts,	5·67	5·68	5·84
Total, . .	5·25	5·28	5·61

Digitized by Google

The following tables show the number of burghs and parishes which paid rates varying from less than 3d. in the £ to 2s. and upwards; the number of burghs and parishes which paid rates of 6d. and upwards, and less than 6d. in the £; and the percentage which each class bears to the whole number:—

Equivalent to a rate of Assessment per £	BURGHS.						PARISHES.					
	Numbers.			Percentage.			Numbers.			Percentage.		
	1884.	1885.	1886.	1884.	1885.	1886.	1884.	1885.	1886.	1884.	1885.	1886.
Of 2s. and above, . . .	...	...	...	...	...	...	18	17	16	2·0	1·9	1·8
Of 1s. and below 2s., . . .	2	3	2	3·8	5·4	3·6	43	41	47	4·9	4·5	5·1
Of 9d. and below 1s., . . .	6	4	7	11·3	7·1	12·7	99	103	97	11·2	11·4	10·6
Of 6d. and below 9d., . . .	15	18	19	28·3	32·1	34·6	292	317	327	33·2	35·0	35·9
Of 3d. and below 6d., . . .	26	28	26	49·1	50·0	47·3	380	367	381	43·1	40·6	41·8
Of 1d. and below 3d., . . .	4	3	1	7·5	5·4	1·8	49	60	44	5·6	6·6	4·8
	53	56	55	...	...	...	881	905	912	...	...	...
Classification,	6	3	2	...	...	...	42	18	11	...	...	...
Total, . . .	59	59	57	...	...	...	923	923	923	...	...	...

Equivalent to a Rate of Assessment per £	Number.			Per Cent.		
	1884.	1885.	1886.	1884.	1885.	1886.
Of 6d. and above.						
Burghs, ...	23	25	28	43·4	44·6	50·9
Parishes, ...	452	478	487	51·3	52·8	53·4
Total, .	475	503	515	50·9	52·3	53·3
Below 6d.						
Burghs, ...	30	31	27	56·6	55·4	49·1
Parishes, ...	429	427	425	48·7	47·2	46·6
Total, .	459	458	452	49·1	47·7	46·7

Loans.—The total amount entered in the Accounts as having been borrowed by school boards up to Whitsunday 1886 was £3,385,890, 11s. 8d., of which £224,336 was received during the year 1885–6. Of the latter sum £139,902 was lent to 20 burgh boards, and £84,434 to 50 landward boards.

Of the total amount borrowed up to Whitsunday 1886 the sum of £550,837, 2s. had been repaid by that date, leaving £2,835,053, 9s. 8d. outstanding.

Endowments.—The sum received from this source during the

Digitized by Google

year was £5,033, 1s. 11d., exclusive of £1,309, 14s. 11d. for Higher Class Schools. In addition to the sums entered under this head, the majority of the payments received from the Dick and Milne Bequests and from Town Councils will be found under the following head of Income from other sources, but in future the whole of these payments will be classified under the head of Endowments.

The Income from other Sources amounts to £16,020, 2s. 1d., the details of which are as follows, viz.:—

From the sale of Old Buildings, &c.,	£5,314	4	9
„ Voluntary contributions to assist in the erection of schools or payment of teachers' salaries, &c.,	2,663	8	7
„ Rents,	2,452	0	4
„ Town Councils out of the Common Good of Burghs, or other funds,	1,168	10	4
„ Payments by scholars for fuel, &c.,	919	7	8
„ Grants under Highland Schools Act,	820	15	8
„ Dick and Milne Bequests,*	858	10	7
„ Miscellaneous sources,	1,823	4	2
	£16,020	2	1

In addition to the above amount from the Common Good of Burghs, &c., the sums paid to Higher Class Public Schools by Town Councils amounted to £3,526, 10s. I append a table giving the details, which include several payments entered under "Endowments" in the Abstract.

Expenditure.

The total Expenditure as appearing from the Accounts was £1,328,425, 4s. 8d., the particulars of which are as follows, viz.:—

Elections,	£3,829	16	7
Salaries of Officers,	42,701	1	1
Do. of Teachers,	699,664	11	5
Purchase of Sites,	31,951	13	9
Erection, &c., of Buildings,	197,735	3	6
Printing, Postages, &c.,	7,177	13	1
Books, Apparatus, and Stationery,	20,914	2	2
Rents, Rates, &c.,	32,283	16	1
Furniture, Repairs, &c.,	39,008	5	8
Fuel, Light and Cleaning,	45,128	15	10
Contributions under Section 42,	4,623	15	9
Interest on Loans,	100,376	1	10
Repayment of Loans,	75,716	2	10
Legal Expenses,	2,130	9	7
Prosecuting Defaulting Parents,	1,417	13	3
Other expenses,	23,766	2	3
	£1,328,425	4	8

* As the payments from these Bequests are made direct to the teachers, many of them do not appear in the school board Accounts.

Digitized by Google

This amount shows an increase of £74,594, 6s. 2d. on the Expenditure for the year 1884–85.

Election Expenses.—The amount paid under this head during the year was £3,829, 16s. 7d., which with the sum of £12,084, 12s. 1d. paid during the previous year, makes a total of £15,914, 8s. 8d. as the expenses incident to the fifth elections of school boards.

Salaries of Officers.—Under this head the Expenditure amounts to £42,701, 1s. 1d., being an increase of £578, 1s. 1d. on the sum paid during the previous year.

The Salaries of Teachers.—The sums entered in the Accounts as having been expended under this head amount to £699,664, 11s. 5d., showing an increase of £30,339, 8s. 1d. as compared with the salaries of the previous year, which amounted to £669,325, 3s. 4d.

Purchase of Sites.—The sums expended under this head amount to £31,951, 13s. 9d. The total sum entered as paid for sites in the Accounts of the twelve previous years was £395,722, 4s. 7d., giving a total of £427,673, 18s. 4d.

Erection, Enlargement, and Alteration of School Buildings.—The amount under this head is £197,735, 3s. 6d. The sums expended on school buildings during the twelve previous years amount to £3,592,600, 6s. 9d., making a total of £3,790,335,10s. 3d. expended on buildings.

Office Expenses, Books, Rents, &c., Furniture and Repairs, and Fuel, &c.—The Expenditure for the year under the above heads amounted to £144,512, 12s. 10d., of which £11,358, 15s. 2d. was expended for the boards, and £133,153, 17s. 8d. for schools.

Legal Expenses amount to £2,130, 9s. 7d., of which the sum of £894, 10s. was spent on litigation, leaving £1,235, 19s. 7d. expended in connection with erection of buildings, sales of old buildings, &c.

Other Expenses.—These amount to £23,766, 2s. 3d., of which £7,628, 15s. 9d. was for interest on bank accounts, and £688, 7s. 8d. was incurred in procuring loans. The balance under this head includes charges in connection with engaging Teachers, examining Higher Class Schools, travelling, &c.

The Expenditure as detailed above may be divided into six headings, viz.:—(1) Administration, (2) Maintenance of Schools, (3) Capital Charges for Works of a permanent character, (4) Repayment of Loans contracted for Capital Charges, (5) Interest

Digitized by Google

on Loans, (6) Miscellaneous; and the proportion which each bears to the total Expenditure is shown by the following table:—

	£	Per cent.
Administration,	61,438	= 4·6
Maintenance of Schools,	837,442	= 63·0
Capital charges for works of a permanent character,	229,687	= 17·3
Repayment of Loans,	75,716	= 5·7
Interest on Loans,	100,376	= 7·6
Miscellaneous (including interest on Bank Accounts),	23,766	= 1·8

If the Expenditure met by Loans, viz., capital charges, were omitted, the comparison upon the ordinary current Expenditure would stand thus:—

	£	Per cent.
Administration,	61,438	= 5·6
Maintenance of Schools,	837,442	= 76·2
Repayment of Loans,	75,716	= 6·9
Interest on Loans,	100,376	= 9·1
Miscellaneous (including interest on Bank Accounts),	23,766	= 2·2

It thus appears that 5·6 per cent. of the current Expenditure, including the cost of enforcing attendance at school, is incurred in carrying out the provisions of the Education Acts; 16 per cent. in providing school accommodation; and 76·2 in instructing the children.

The sum set down in these tables under the head of "Repayment of Loans" represents the portion of the money expended on works of a permanent character chargeable on the rates of the year; and the amount included under "Interest on Loans" is the annual charge upon the ratepayers for the privilege of spreading the cost of works of a permanent character over a series of years, instead of defraying it out of the rates when it is incurred.

The total Expenditure of the year, viz., £1,328,425, was met by:—

	£	Per cent.
Rates,	455,222	= 34·3
Grants, School Fees, &c.,	648,867	= 48·8
Loans,	224,336	= 16·9

The Expenditure on the maintenance of Schools, viz., £837,442 was defrayed from the following sources:—

	£	Per cent.
Rates,	200,199	= 23·9
Grants,	371,772	= 44·4
School Fees, and Books sold to Children,	251,993	= 30·1
Other sources of School Income,	13,478	= 1·6

Digitized by Google

Liabilities.

The Liabilities at Whitsunday 1886 (exclusive of loans outstanding) amounted to £100,680, 11s. 5d., being a decrease of £6,138, 6s. 7d. on those of the previous year.

The items are as follows, viz. :—

Balances overdrawn,	£98,455	6	9
Unpaid Accounts,	1,498	8	10
Salaries of Teachers,	686	15	10
Do. of Officers,	40	0	0
	£100,680	11	5

The balances overdrawn have been reduced during the year, and, it is expected, will continue to be so. In all cases, for some time past, where the Bank Accounts of school boards have been found to be overdrawn, I have communicated with the Treasurer calling the attention of the board to the matter, and requesting that the necessary steps should at once be taken to have the overdraft paid up as speedily as possible, or arrangements made to reduce it gradually year by year, in order that the rates might be relieved of the burden of bank interest. In every case I have received a satisfactory reply, and been informed that the matter is receiving the full consideration of the boards.

I find that the Liabilities of school boards in respect of loans outstanding were :—

On 15th May 1884.	On 15th May 1885.	On 15th May 1886.
£	£	£
2,584,109	2,686,434	2,835,054

I append a Summary of the Abstract, showing the total amount of Income, Expenditure, and Liabilities in each county as returned in the Accounts.

I have also the honour to submit, appended hereto, an Abstract of the Accounts of the Higher Class Public Schools for the year which ended 15th May 1886.

Digitized by Google

The number of these Schools is 19, being the same as in the previous Abstract.

Their total Income during the year was £52,109, 13s. 4d., and their total Expenditure amounted to £52,902, 5s. 4d.

I have the honour to be,

SIR,

Your most obedient Servant,

ALEX. TAYLOR,
Accountant.

Digitized by Google

ABSTRACTS.

Digitized by Google

SCHOOL BOARDS'. . . . .

GENERAL ABSTRACT of STATEMENTS of INCOME, EXPENDITURE, and
(Published under Section 51 of the

INCOME.

(B) Burgh.

School Board and County	Balance in hand on 15th May 1895.	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN.							
Aberdeen (B)	1,011 8 2	6,891 7 5	9,114 5 11	...	...	262 6 10	10,629 16 7
Aberdour	17 3 0	102 8 8	242 1 2	...	...	...	233 5 8
Aboyne and Glentanner	1 15 0	101 15 4	186 11 0	...	...	...	256 4 5
Alford	...	104 16 0	400 14 6	...	...	...	307 6 0
Ardallie	...	59 9 3	105 1 0	...	...	...	211 14 1
Auchindoir and Kearn	...	53 17 1	148 6 0	...	...	...	225 0 0
Auchterless	180 18 11	134 17 1	277 14 0	...	...	...	329 11 11
Belhelvie	...	124 7 11	224 16 0	...	...	...	270 10 7
Birse	13 2 9	58 13 8	147 10 0	...	...	...	194 13 11
Bourtie	51 3 0	20 13 9	...	...	...	...	69 17 8
Cabrach	0 7 11	20 7 4	88 13 6	...	...	...	180 0 0
Cairney	...	97 17 6	308 13 4	...	...	...	307 13 9
Chapel-of-Garioch	108 8 2	198 13 9	316 16 0	...	...	...	390 0 4
Clatt	44 5 10	26 7 2	59 19 0	...	...	...	154 5 4
Cluny	...	27 7 4	60 11 6	...	...	...	167 3 10
Coull	...	32 15 5	71 4 0	...	...	...	86 2 2
Crathie and Braemar	...	78 12 11	121 12 0	...	...	...	351 3 4
Crimond	...	47 15 8	107 12 6	...	...	...	127 16 11
Cruden	165 10 7	173 3 6	261 7 0	...	...	...	389 15 5
Culsalmond	15 12 1	44 10 5	96 6 6	...	...	...	114 7 7
Daviot	92 18 0	56 3 9	101 17 6	...	...	...	135 19 6
Drumblade	24 1 10	38 16 9	...	...	...	...	110 17 9
Drumoak	31 12 3	57 16 2	113 16 0	...	...	...	121 7 4
Dyce	50 14 11	81 6 10	138 11 6	...	...	...	155 0 6
Echt	45 6 5	70 1 1	138 18 0	...	...	...	216 12 1
Ellon	116 5 10	267 0 6	402 12 0	...	...	7 4 0	698 2 5
Fintray	22 4 6	75 18 3	143 9 6	...	...	...	233 2 8
Forgue	10 19 9	102 7 6	159 4 0	..	...	2 16 0	219 10 8
Foveran	...	182 6 9	280 18 0	...	...	...	330 0 0
Fraserburgh	...	237 10 10	530 12 0	...	..	...	720 0 4
Fyvie	...	205 6 0	388 11 6	...	...	...	570 5 8
Gartly	92 13 2	16 17 2	25 5 0	...	...	...	183 0 5
Glass	16 8 11	53 10 1	28 13 0	...	...	...	80 0 0
Glenbucket	...	16 18 3	51 15 6	...	0 16 5	...	120 0 0
Glengairn	139 14 4	* ...	36 3 0	...	...	...	37 6 0
Glenmuick and Tullich	4 10 7	161 19 4	271 0 0	...	...	...	265 12 0
Huntly	53 16 4	287 4 11	359 3 4	...	...	5 0 6	300 0 0
Insch	...	106 4 1	266 14 0	...	1 11 6	...	246 13 0
Inverurie	22 1 1	187 9 7	318 11 0	...	...	...	262 11 0
Keig	...	52 12 11	99 1 6	...	...	...	116 7 8
Keithhall and Kinkell	29 16 8	30 14 1	77 9 6	...	...	...	126 8 0
Kemnay	24 4 8	112 13 9	248 10 0	...	41 9 3	...	130 8 0

* None exacted.

Digitized by Google

ACCOUNTS.

LIABILITIES of SCHOOL BOARDS for the Year ended the 15th May 1886 Education (Scotland) Act, 1872.)

INCOME.

(L) Landward.

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
7	7,200 0 0	...	...	71 13 1	860 19 2	11 17 6	...	*482 14 2	36,536 8 10	...
8	...	...	...	...	...	...	...	2 8 4	597 6 10	25 14 9
6½	...	...	...	...	...	...	...	...	546 5 9	...
6	...	...	17 17 5	...	...	...	...	15 19 0	746 12 11	...
8	...	...	...	...	...	...	...	...	376 4 4	25 18 6
9	...	...	...	...	...	...	...	20 0 0	447 3 1	64 18 0
6	...	...	...	...	...	...	0 0 5	...	923 2 4	...
5	...	...	...	...	...	...	...	...	619 14 6	...
7	...	19 6 6	...	...	...	...	0 10 3	...	433 17 1	...
3	...	...	...	...	...	...	0 7 1	0 9 0	142 10 6	...
1/4	...	...	...	...	...	...	...	...	280 8 9	...
9½	...	...	...	...	...	...	...	...	714 4 7	57 9 4
8	...	...	4 10 3	...	...	...	...	...	1,013 8 2	...
10	...	...	...	...	...	...	...	0 6 6	285 3 10	...
6	...	...	...	...	...	...	...	...	255 2 8	98 1 8
9	...	...	...	...	...	...	...	1 4 7	191 6 2	5 4 5
7	...	...	...	...	...	...	...	18 6 7	569 14 10	43 10 4
5½	...	15 15 0	...	...	6 8 6	...	...	...	305 8 7	...
7	...	...	...	21 0 0	...	...	2 5 5	...	1,013 1 8	26 16 4
5	...	1 10 0	...	...	...	...	...	...	272 6 7	...
5½	...	...	...	...	...	...	0 16 2	...	387 14 11	...
5	...	...	...	...	...	...	...	...	173 16 4	23 18 8
4	...	...	...	...	...	...	0 10 9	0 5 0	325 7 8	...
5	...	...	...	...	10 17 2	...	...	0 16 3	437 6 8	...
8	...	...	...	...	...	...	...	†51 5 0	522 3 1	...
9½	...	4 9 2	...	...	...	...	...	...	1,495 14 1	144 12 11
8	...	25 19 6	...	...	...	...	...	2 0 0	502 13 10	...
7	...	...	...	...	...	...	0 14 1	0 5 0	495 17 2	...
6	...	37 14 6	...	...	...	...	...	15 19 3	846 18 6	140 16 0
5	...	3 16 0	22 10 0	...	...	...	...	†65 0 0	1,579 8 10	222 12 9
7½	...	...	...	...	...	...	...	10 0 0	1,174 3 3	28 9 7
7½	...	...	...	...	...	...	0 12 3	...	328 7 10	...
5	...	45 11 9	...	22 0 0	...	...	...	10 4 4	256 8 1	119 8 2
1/5½	...	...	...	...	...	...	...	...	189 10 2	0 8 4
2	...	...	11 12 0	...	...	...	1 8 11	0 9 0	216 13 3	...
6	...	...	...	...	...	...	0 8 3	2 3 9	705 14 0	5 19 4
3 & 4½	...	...	...	...	...	...	1 2 3	0 4 6	1,006 11 10	3 5 1
7	...	1 10 0	...	29 17 10	...	...	...	2 16 9	657 7 8	52 2 1
6½	...	...	...	...	...	...	0 10 10	3 12 0	814 16 2	...
6	...	...	...	...	...	...	...	...	268 2 3	219 19 7
4	...	...	...	...	...	...	...	...	264 8 4	...
6	...	...	...	...	...	...	...	...	557 6 3	...

* Rents, £291, 19s. 3d. M'Knights's Mortification, £36, 8s. 6d., and Donation from Donaldson's Trustees, £125.

† Dick and Milne Bequests.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN—*contd.*							
Kinnethmont	53 11 10	51 7 11	142 5 0	...	...	...	221 12 1
Kildrummy	...	44 19 5	103 5 6	...	...	...	86 16 10
Kincardine O'Neil	...	142 17 1	270 1 6	...	...	5 16 6	392 12 11
King Edward	156 14 4	112 15 6	...	...	...	...	250 0 0
Kininmonth	...	46 14 4	110 14 6	...	...	...	147 2 5
Kinnellar	25 0 9	24 19 7	57 10 0	...	...	...	80 15 1
Kintore (including B.)	83 17 8	133 14 9	278 13 6	...	...	...	291 13 5
Leochel-Cushnie	...	66 5 11	140 9 6	...	...	...	380 2 6
Lealie	...	23 6 9	57 2 0	...	...	...	99 0 2
Logie-Buchan	36 5 9	63 10 10	146 0 6	...	...	...	186 16 0
Logie-Coldstone	44 2 5	23 7 5	79 12 0	...	...	...	92 0 0
Longside	223 10 10	298 6 4	487 19 0	...	...	...	541 2 2
Lonmay	...	153 6 7	261 16 0	...	...	...	396 6 11
Lumphanan	64 10 0	42 0 1	124 12 0	...	...	...	289 6 5
Meldrum	...	134 11 7	316 2 0	...	...	5 3 0	389 14 0
Methlick	...	205 9 10	359 14 10	...	16 13 3	3 6 0	298 12 5
Midmar	122 8 10	39 13 10	87 3 0	...	...	...	183 16 4
Millbrex	59 9 4	46 11 3	94 6 0	...	...	...	142 12 11
Monquhitter	...	115 15 4	284 5 6	...	...	...	340 13 7
Monymusk	45 11 7	50 19 8	84 0 0	...	...	...	176 18 2
New Byth	58 1 8	88 18 8	309 18 0	...	54 18 6	...	176 12 0
New Deer	...	255 6 10	588 1 0	...	...	3 16 0	809 16 1
Newhills	...	473 13 11	862 19 2	...	...	...	850 0 0
New Machar	6 11 8	172 4 2	269 13 6	...	...	...	285 19 5
New Pitaligo	337 9 4	110 3 11	320 12 6	...	60 15 4	...	166 6 0
Old Deer	77 16 11	363 17 2	546 15 11	...	...	...	390 0 0
Old Machar	209 3 7	1,019 12 9	1,755 10 0	...	...	42 6 9	1,404 8 10
Oyne	...	51 10 11	96 13 0	...	...	...	154 17 11
Peterculter	69 4 2	94 16 3	212 3 6	...	...	...	252 3 0
Peterhead (B.)	...	815 15 4	952 19 6	...	...	13 16 9	760 0 0
Peterhead (L.)	...	261 1 2	493 19 4	...	...	...	490 0 0
Pitaligo	12 8 1	133 13 1	357 14 6	...	69 0 4	3 7 6	150 0 0
Premnay	...	38 4 6	85 0 0	...	...	...	229 11 2
Rathen	...	146 10 3	323 2 6	...	19 5 6	...	410 14 5
Rayne	...	86 3 10	147 12 0	...	...	...	283 13 0
Rhynie	...	87 12 6	329 1 0	...	...	...	220 19 11
Savoch	23 2 2	91 4 8	190 13 0	...	...	...	294 6 10
Skene	102 17 10	136 13 0	223 2 0	...	...	...	244 1 7
Slains	30 19 7	51 2 3	87 15 0	...	...	5 0 0	127 9 8
Strathdon	42 2 8	37 12 7	113 3 6	...	...	...	191 17 7
Strichen	52 3 1	76 9 7	123 19 0	...	...	...	138 8 8
Tarland and Migvie	81 0 10	78 6 6	113 10 6	...	...	...	200 0 0
Tarves	...	153 13 8	310 7 6	...	...	...	280 12 5
Tough	36 17 3	52 14 7	153 5 0	220 5 0	...	...	200 0 0
Towie	...	32 19 2	85 2 0	...	...	...	171 0 0
Tullynessle and Forbes	39 3 2	65 10 1	121 3 0	...	...	...	150 0 0
Turriff	43 8 4	295 2 9	556 5 6	...	...	5 9 8	360 2 10
Tyrie	...	42 6 11	95 13 0	...	...	...	102 0 0
Udny	3 17 4	65 13 8	181 1 9	...	...	2 3 6	272 9 3
Ythan Wells	...	72 7 7	137 5 3	...	...	2 13 7	210 14 2
Total of Aberdeen	4,508 15 8	18,069 12 0	30,170 4 6	220 5 0	264 10 1	370 6 7	35,271 14 7

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
9	..	...	...	...	...	...	...	...	468 16 10	...
5	...	...	...	...	...	...	0 1 2	...	235 2 11	39 6 5
8	...	11 11 10	...	...	...	...	...	*75 16 7	898 16 5	...
8	...	...	...	...	...	...	0 19 5	...	520 9 3	...
8	...	10 3 7	...	...	...	...	...	0 3 0	314 17 10	84 19 9
4	...	...	...	...	...	...	0 5 6	...	188 10 11	...
7	...	...	...	...	...	...	...	...	787 19 4	...
10	...	...	...	...	...	...	...	...	586 17 11	273 6 11
8	...	...	...	...	...	...	...	...	179 8 11	33 3 11
8	...	...	...	...	...	...	0 9 1	...	433 2 2	...
4	...	0 18 2	...	7 4 0	...	...	1 4 6	...	248 8 6	...
8	175 0 0	...	...	...	...	...	...	...	1,725 18 4	...
1/	...	...	...	...	...	...	...	6 16 0	818 5 6	35 3 4
11	...	...	...	...	...	...	...	20 0 0	540 8 6	...
9	...	...	...	...	...	...	...	6 10 9	852 1 4	227 9 3
7	...	27 5 2	33 3 8	...	...	...	...	0 1 5	944 6 7	149 1 6
7	...	...	...	...	...	...	1 0 5	0 5 0	434 7 5	...
6½	...	...	...	...	...	...	0 5 1	...	343 4 7	...
8	...	...	...	...	...	...	...	...	740 14 5	...
6	...	...	...	...	...	...	...	†52 3 1	409 12 6	...
8	...	...	...	...	...	...	...	‡33 16 3	722 5 1	...
10½	...	...	...	24 19 2	...	...	...	...	1,681 19 1	...
9½	...	...	...	17 17 6	...	...	...	0 11 7	2,205 2 2	230 7 9
7	...	...	...	51 7 8	...	...	...	§33 8 6	819 4 11	...
6	...	...	...	8 1 6	...	...	0 14 10	0 15 0	1,004 18 5	...
5	520 0 0	8 18 0	...	34 9 1	...	...	...	...	1,941 17 1	...
3½	...	...	...	...	216 2 10	0 10 0	...	‖1,496 9 3	6,144 4 0	...
7	...	...	...	...	...	...	...	1 10 0	304 11 10	61 12 7
5	...	4 14 0	...	...	...	...	0 18 3	...	633 19 2	...
6	770 0 0	168 0 0	...	...	12 12 3	...	...	4 13 7	‖3,497 17 5	172 16 9
9	...	...	22 17 2	...	...	...	...	...	1,267 17 8	398 7 6
¶	...	...	...	...	...	...	...	*58 12 7	784 16 1	58 3 3
1/	...	...	...	...	...	...	...	...	352 15 8	10 17 7
8	...	...	...	...	...	...	...	...	899 12 8	106 13 9
7½	...	...	...	...	...	...	1 0 11	...	518 9 9	...
3½	...	...	...	9 5 0	...	...	...	*48 19 3	695 17 8	76 7 3
6	...	...	42 2 6	...	...	...	...	...	641 9 2	...
6	...	...	...	...	...	...	...	...	716 14 5	...
5	...	...	...	...	...	...	0 8 2	0 4 0	312 13 8	...
6	...	...	...	15 0 0	...	...	0 8 3	...	400 4 7	...
3½	...	...	...	...	...	...	...	10 14 3	401 14 7	...
6	...	26 19 9	...	...	...	...	0 14 10	...	500 12 5	29 0 9
5	...	30 13 6	...	...	...	...	...	*69 6 4	844 13 5	125 3 3
8½	1,040 0 0	...	...	...	...	...	0 9 4	7 13 0	1,711 3 2	47 14 8
8½	...	...	...	...	...	...	...	...	289 1 2	83 12 11
6	...	...	...	...	...	...	...	*44 15 1	410 11 4	...
4	...	12 1 2	...	...	...	...	1 19 7	...	1,274 9 10	199 0 0
6½	...	...	...	...	...	...	...	...	289 19 11	31 14 10
5	...	...	...	...	23 5 2	...	...	6 0 0	554 10 8	...
9	...	...	...	...	...	...	...	0 5 0	423 5 7	16 9 6
...	9,705 9 0	456 17 7	154 12 0	312 14 10	1,130 5 1	12 7 6	20 1 0	2,685 17 6	103,353 4 11	3,799 19 3

* Dick and Milne Bequests.
† Dick, Milne, and Cullen Bequests.
‡ Dick Bequest.
§ Do. £26, 4s. 2d.

‖ From Aberdeen School Board under Extension Order, £1,485, 5s 7d.
¶ Classification.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department.			Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
			(a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ARGYLL.							
Mainland.							
characle	...	11 5 10	91 2 2	...	...	...	100 0 0
rdchattan and Muckairn	295 17 2	18 3 5	122 19 0	...	...	...	600 0 0
rdnamurchan	...	8 16 11	145 8 0	1,214 5 5	...	...	216 18 10
ampbeltown (B.)	74 18 10	594 0 7	567 10 0	...	...	93 8 6	900 0 0
ampbeltown (L.)	...	107 7 2	242 14 0	...	...	...	530 0 0
raignish	...	28 14 8	41 13 0	...	...	...	81 1 11
amlodden	...	36 16 6	91 17 0	...	...	...	119 16 2
unoon and Kilmun	...	509 14 7	515 15 6	...	...	5 7 5	1,750 0 0
lassary	...	69 12 0	224 14 0	...	...	...	420 0 0
lenaray and Inveraray	58 0 11	125 8 10	163 11 0	...	...	4 5 5	198 14 6
lenorchy	...	37 18 2	121 3 0	...	...	...	350 0 0
verchaolain	8 15 8	22 15 2	57 10 5	...	...	...	131 3 9
lbrandon and Kilchattan	...	89 0 6	230 16 6	...	...	...	774 12 1
lcalmonell and Kilberry	...	62 10 5	148 1 10	...	...	...	289 19 8
lchrenan and Dalavich	...	17 5 6	98 0 6	...	...	...	170 0 0
lfinan	...	162 1 1	315 18 4	...	...	...	258 0 0
llean and Kilchenzie	13 13 11	96 9 6	226 6 0	...	...	...	241 11 0
lmallie	...	135 19 4	235 18 0	...	...	2 0 0	953 4 2
lmartin	...	41 7 0	73 16 0	...	...	...	140 0 0
lmodan	...	21 3 2	...	...	...	...	162 9 10
lmore and Kilbride	1 3 4	15 10 0	64 4 10	...	...	...	178 2 8
lninver and Kilmelford	...	27 11 2	63 15 1	...	...	...	236 13 6
smore and Appin	55 4 9	97 17 4	315 12 8	...	...	...	636 7 4
ochgilphead	...	172 2 3	394 9 0	...	...	7 6 8	594 13 10
ochgoilhead	...	30 6 6	84 12 0	...	...	...	304 2 8
orven	...	30 9 8	151 9 7	...	...	...	285 15 5
orth Knapdale	...	38 2 6	154 8 6	...	...	...	410 0 0
ban (B.)	...	188 0 6	261 12 0	...	...	...	540 0 0
ddell and Skipness	...	68 4 2	164 12 5	...	...	...	316 13 5
outhend	...	61 17 10	130 14 0	...	...	3 11 6	261 16 2
outh Knapdale	...	20 15 6	90 1 0	...	...	...	156 2 0
ralachlan and Strachur	17 17 5	97 13 8	133 10 0	...	...	...	176 1 2
rontian	...	9 0 0	106 7 0	...	...	...	170 17 1
arbert	...	156 0 0	276 4 6	...	...	...	153 1 3
Insular.							
oll	...	5 2 6	72 2 0	...	...	...	100 0 0
olonsay and Oronsay	7 3 10	12 3 5	82 9 11	...	...	...	77 18 3
igha and Cara	9 15 0	15 1 8	48 0 0	...	...	...	112 12 9
ra	1 6 10	17 12 2	124 7 0	...	...	...	204 4 3
lchoman	...	58 14 1	272 19 0	...	...	...	410 7 8
ldalton	...	67 0 9	287 12 6	...	...	...	382 7 10
lfinichen and Kilvickeon	...	39 17 11	192 8 8	...	...	...	535 10 7
llarrow and Kilmeny	...	110 18 3	274 9 0	...	...	...	479 15 7
lninian and Kilmore	...	69 16 7	175 15 0	...	...	...	500 0 0
len	40 7 8	20 10 1	39 19 4	...	...	...	123 12 10
rosay	114 19 3	25 13 1	91 19 9	...	...	...	101 5 3
yree	237 13 3	30 2 2	244 15 0	...	...	...	387 10 8
Total of Argyll	936 17 10	3,682 14 2	8,013 4 0	1,214 5 5	...	115 19 6	16,232 3 8

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£. *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
10	...	...	...	...	5 15 10	...	...	41 0 0	249 3 10	602 4 3
7½	...	7 1 7	...	...	...	...	3 1 3	...	1,047 2 5	...
8	326 0 0	...	...	...	2 7 0	...	...	*88 0 0	2,001 16 2	192 6 4
7½	...	...	...	...	...	1 15 0	0 0 3	20 0 0	2,251 13 2	...
4½	455 0 0	...	...	...	...	...	...	5 0 0	1,340 1 2	...
5½	...	...	...	...	...	...	...	...	151 9 7	...
1/1	...	...	...	...	...	...	0 4 4	...	248 14 1	40 18 3
7	...	...	...	...	...	0 10 0	...	12 4 0	2,793 11 6	695 5 4
1/2	...	...	...	...	...	...	...	0 5 0	714 11 0	410 6 3
8	...	15 19 2	...	...	...	...	0 8 5	20 0 0	586 7 9	...
6	...	...	...	...	...	...	...	...	509 1 2	272 4 8
6	...	...	...	...	...	...	0 5 11	...	220 10 11	...
1/11	250 0 0	...	...	...	...	...	...	...	1,344 9 1	...
6	...	...	...	...	...	...	...	...	500 11 11	295 9 3
7	...	20 18 1	...	28 10 3	...	...	0 1 6	...	334 15 10	...
5	...	...	...	...	...	...	...	...	735 19 5	41 3 3
6	...	...	...	1 7 7	2 8 6	...	...	8 5 6	690 2 0	17 11 9
10	400 0 0	19 7 3	...	...	...	...	...	15 9 6	1,761 18 3	568 4 7
5	...	2 15 6	...	...	...	...	...	4 3 5	262 1 11	49 17 0
10	...	5 11 0	...	...	...	...	...	...	189 4 0	103 15 7
5	...	...	...	...	...	...	...	...	259 0 10	...
11	...	...	...	...	...	...	0 4 3	9 0 0	337 4 1	12 7 11
9	...	19 10 0	...	...	...	...	0 7 9	20 0 0	1,144 19 10	...
1/6	...	...	...	...	...	...	...	34 0 0	1,202 11 9	134 0 10
6	...	...	...	...	1 14 9	...	0 0 6	...	420 16 5	...
11	...	...	...	...	...	...	...	...	467 14 8	...
1/10	...	...	...	...	...	...	...	0 12 0	603 3 0	769 7 9
4½	...	...	...	...	...	...	...	17 10 0	1,007 2 6	...
9	...	...	...	...	...	...	...	...	549 10 0	111 12 10
5	...	...	...	...	...	...	0 0 10	...	458 0 4	34 10 7
1/2	...	...	...	...	...	...	...	...	266 18 6	278 2 5
6	...	...	...	...	...	...	0 1 10	5 2 6	430 6 7	...
10	...	...	...	...	...	...	...	16 10 0	302 14 1	347 15 2
5	...	...	...	...	30 0 0	1 0 0	...	...	615 5 9	938 0 10
6	...	...	...	...	...	..	..	...	177 4 6	...
6½	...	...	...	...	...	...	...	...	179 15 5	...
11	...	...	...	...	...	...	...	...	185 9 5	...
9	...	...	...	...	...	...	0 11 9	...	348 2 0	...
8	...	...	...	...	...	...	...	33 19 8	776 0 5	205 15 2
9	...	...	...	...	...	...	...	30 0 0	767 1 1	173 19 9
1/4	...	...	...	...	...	...	...	38 0 0	805 17 2	82 17 9
7	...	...	...	...	...	1 10 0	0 18 4	34 0 0	901 11 2	...
11	...	...	...	...	...	...	...	59 0 0	804 11 7	247 10 3
6	...	...	...	...	...	...	...	30 0 0	254 9 11	26 11 0
5	...	...	...	...	...	...	0 18 5	20 0 0	354 15 9	...
1/6	600 0 0	...	...	...	...	...	2 12 2	...	1,502 13 3	16 5 9
...	2,031 0 0	91 2 7	...	29 17 10	42 6 1	4 15 0	9 17 6	562 1 7	33,056 5 2	6,668 4 6

* Price of old school.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department.			Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
			(a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
AYR.							
Alloway	16 15 0	72 13 1	92 8 0	...	...	4 9 6	145 5 7
Ardrossan	144 3 2	535 1 9	749 3 9	...	...	11 19 6	700 0 0
Auchinleck	...	118 9 10	235 9 0	...	...	...	270 0 0
Ayr (B.)	...	1,689 12 8	2,260 19 4	...	...	...	1,983 15 8
Ayr (L.)	21 6 6	* ...	...	...	...	...	...
Ballantrae	...	157 15 3	254 8 5	...	...	...	359 3 3
Barr	...	49 6 5	159 9 10	...	...	...	294 9 11
Beith	180 3 4	476 6 9	640 6 11	...	...	...	460 0 0
Colmonell	...	141 13 8	296 15 8	...	...	...	600 0 0
Coylton	...	223 3 0	327 3 0	...	...	...	205 12 0
Craigie	95 15 5	22 15 4	52 9 4	...	...	...	157 11 6
Crosshill	...	195 2 11	211 10 0	...	...	...	222 18 9
Dailly	...	148 3 1	25 3 3	...	...	...	360 0 0
Dalmellington	6 18 0	96 9 3	161 3 6	...	...	...	317 1 3
Dalry	...	414 4 6	833 11 10	...	...	...	850 0 0
Dalrymple	10 16 0	68 7 11	135 10 0	...	...	3 2 10	155 14 0
Dreghorn	77 8 5	275 11 11	637 19 11	...	...	15 8 0	537 11 5
Dundonald	28 9 3	297 14 9	529 8 6	...	...	...	675 0 0
Dunlop	177 15 1	115 7 10	129 12 0	...	...	...	120 0 0
Fenwick	38 5 0	80 9 6	108 9 0	...	...	...	250 0 0
Galston	39 6 0	296 6 11	541 13 9	...	...	...	369 18 0
Girvan (B.)	...	196 3 5	581 17 6	...	...	...	230 0 0
Girvan (L.)	54 15 5	221 0 1	332 19 6	...	...	3 14 0	370 0 0
Irvine (B.)	...	573 13 5	1,010 14 0	...	...	...	562 0 0
Irvine (L.)	...	58 4 7	114 6 0	...	...	1 17 6	250 0 0
Kilbirnie	353 1 1	410 15 5	607 2 11	...	34 18 0	19 11 8	226 0 0
Kilmarnock (B.)	...	2,668 4 7	2,121 7 7	...	...	57 16 4	1,479 15 9
Kilmarnock (L.)	...	201 0 0	210 2 7	...	...	...	508 0 0
Kilmaurs	...	372 12 1	720 6 8	...	...	8 11 10	500 0 0
Kilwinning	...	234 15 2	600 14 0	...	...	62 0 6	737 17 8
Kirkmichael	5 9 7	32 0 0	65 19 6	...	...	...	220 18 2
Kirkoswald	...	100 4 1	156 16 3	...	...	2 13 0	202 16 0
Largs	...	179 18 7	268 15 4	...	...	...	600 0 0
Loudoun	...	303 15 1	617 3 0	...	...	13 0 4	440 16 1
Mauchline	...	109 14 9	256 11 7	...	...	...	245 12 0
Maybole	18 16 1	554 2 2	964 11 6	...	...	125 5 0	613 11 10
Monkton and Prestwick	...	122 12 5	172 18 0	...	...	...	300 0 0
Muirkirk	147 11 6	309 6 8	330 2 2	...	...	1 6 8	493 11 6
New Cumnock	...	232 2 2	518 17 0	...	...	...	800 0 0
Ochiltree	171 12 6	127 10 5	202 1 4	...	...	...	287 18 0
Old Cumnock	...	261 4 1	694 7 0	...	...	...	900 0 0
Riccarton	...	297 11 1	360 5 9	...	...	...	531 11 1
St. Quivox	...	83 0 11	141 1 0	...	...	...	363 19 7
Sorn	...	300 9 5	528 16 6	...	...	10 5 10	289 9 9
Stair	99 7 8	44 8 0	115 11 0	...	...	...	138 6 4
Stevenston	1,186 19 3	239 1 4	572 9 6	...	23 1 8	31 15 6	423 9 6
Stewarton	...	368 18 2	455 16 0	...	...	...	599 11 1
Straiton	52 16 10	91 12 3	157 7 0	...	...	...	329 5 1
Symington	29 18 7	64 15 8	123 12 1	...	...	...	157 10 3
Tarbolton	...	142 8 0	194 3 0	...	...	...	291 14 11
West Kilbride	17 14 7	101 4 0	319 8 0	...	...	...	260 0 0
Total of Ayr	2,975 4 3	14,477 4 4	21,898 18 3	...	57 14 8	372 18 0	22,377 15 2

* No school under the Board. † Classification.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued*.

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
3	700 0 0	...	...	...	...	...	...	...	1,081 11 2	90 0 0
6	...	...	...	...	6 18 7	1 0 0	1 6 5	1 2 6	2,150 15 8	12 13 5
2½	654 0 0	...	...	...	...	...	1 16 6	...	1,379 15 4	35 15 1
6	...	38 6 2	...	...	...	0 10 0	...	*103 18 4	6,077 2 2	54 5 7
...	...	...	...	...	...	...	0 3 6	...	21 10 0	...
7	...	56 0 0	...	...	...	...	...	...	827 6 11	173 6 0
5	...	...	...	...	...	...	...	...	503 6 2	...
5	...	...	...	...	...	...	...	29 3 7	1,786 0 7	...
6½	...	...	...	...	...	...	...	...	1,038 9 4	...
3½	...	...	...	...	...	...	...	...	755 18 0	282 12 7
3½	...	...	...	...	...	...	0 14 9	...	329 5 10	...
7	...	...	...	...	...	...	...	0 10 0	630 1 8	72 1 5
5½	...	...	...	...	...	...	...	...	533 6 4	26 12 5
4½	...	...	...	...	20 17 4	...	...	...	602 9 4	57 18 11
5½	...	...	...	...	...	...	...	0 18 0	2,096 14 4	258 9 4
2½	450 0 0	...	...	26 13 2	...	...	0 0 4	...	850 4 3	0 7 11
6	...	...	...	...	20 18 7	...	...	0 6 2	1,575 4 5	...
4	...	...	...	...	...	...	...	...	1,330 12 6	169 9 5
2½	...	...	...	...	...	...	0 18 9	...	543 13 8	...
4	...	...	...	...	8 18 11	...	...	0 10 0	486 12 5	...
3	...	...	...	...	...	...	...	3 3 10	1,250 8 6	...
9	...	...	...	...	...	...	...	0 10 0	1,008 10 11	172 11 8
6½	...	25 15 10	...	...	...	...	...	3 8 6	1,011 13 4	33 9 3
7	...	28 12 4	...	...	...	6 5 0	...	41 13 7	2,216 18 4	446 0 3
5	...	...	...	...	...	...	...	1 4 4	425 12 8	321 18 11
3	...	...	...	26 19 4	...	...	4 1 11	2 2 0	1,693 7 4	...
5½	900 0 0	9 13 4	...	...	...	3 0 0	...	21 11 5	7,361 9 0	...
† ...	...	...	...	...	...	...	0 10 2	...	919 12 9	258 13 2
4½	...	35 0 0	...	...	...	...	...	10 0 0	1,646 10 7	306 14 3
7½	...	1 0 4	...	...	64 14 8	...	...	0 8 0	1,701 10 1	899 3 5
5½	...	...	...	...	...	...	...	...	324 7 3	6 11 0
5	...	...	...	...	...	...	...	1 14 6	464 3 10	68 11 3
5	...	96 4 10	...	...	...	...	...	...	1,144 18 9	...
4½	...	...	...	...	...	...	0 19 11	3 1 0	1,378 15 5	...
4	...	...	...	...	...	...	...	...	611 18 4	...
5	...	...	...	...	12 2 0	...	...	0 7 6	2,288 16 1	...
6	...	...	...	...	...	...	...	1 7 6	596 17 11	91 3 7
5	...	...	...	...	...	...	1 2 0	14 0 0	1,297 0 6	...
6	...	...	...	...	...	...	0 2 1	7 19 10	1,559 1 1	...
2½	...	5 19 3	...	...	...	...	0 18 11	...	796 0 5	...
2½	...	19 14 2	...	...	...	...	...	...	1,875 5 3	973 11 9
5	...	7 17 4	6 1 0	...	...	2 0 0	...	1 5 0	1,206 11 3	258 5 11
5½	800 0 0	5 17 11	...	...	...	...	3 11 1	...	1,397 10 6	...
4	...	7 16 0	...	...	...	...	...	69 3 6	1,206 1 0	103 5 5
4	...	...	...	...	...	...	1 9 0	...	399 2 0	...
6	750 0 0	...	...	...	...	...	9 15 11	2 5 0	3,238 17 8	143 1 4
6	...	...	...	...	...	...	...	1 0 0	1,425 5 3	44 6 1
6	450 0 0	...	...	...	12 2 11	...	...	...	1,093 4 1	...
7	...	...	...	...	...	...	0 9 11	...	376 6 6	...
3	...	...	...	...	...	...	...	3 5 0	631 10 11	74 15 2
2½	...	...	...	...	...	...	...	1 10 0	689 16 7	...
...	4,704 0 0	337 17 6	6 1 0	62 12 6	156 13 0	6 15 0	28 1 2	327 9 1	67,789 3 11	5,437 14 6

* Rents £50, Coal Money, £53, 18s. 4d
† Classification.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BANFF.							
Aberlour	64 4 8	148 1 1	212 18 0	...	...	...	225 0 0
Alvah	27 15 6	54 6 7	95 10 0	...	...	...	172 1 0
Banff (B.)	...	335 1 8	487 10 0	...	64 3 0	...	225 0 0
Banff (L.)	20 14 5	43 5 9	103 7 6	...	...	...	238 19 5
Botriphnie	89 17 10	33 15 2	54 19 0	...	...	...	160 0 0
Boyndie	45 6 10	126 5 6	269 18 6	...	...	...	300 0 0
Cullen	...	195 18 8	375 18 9	...	...	...	190 0 0
Deskford	40 4 11	46 1 7	...	...	...	...	161 9 6
Enzie	87 2 0	131 13 2	281 9 6	...	10 0 3	...	284 7 9
Fordyce	82 4 6	314 4 6	622 15 9	...	27 17 7	...	750 0 0
Forglen	...	60 9 6	98 1 0	...	...	...	210 0 0
Gamrie	...	516 16 6	876 3 6	...	88 0 3	3 12 6	511 14 2
Glenrinnes	49 4 8	25 18 9	56 1 0	...	...	...	89 10 2
Grange	...	100 6 1	193 4 11	...	...	...	302 0 0
Inveravon	19 12 6	82 8 5	...	...	...	...	300 0 0
Inverkeithny	...	56 7 8	114 9 6	...	...	...	160 0 0
Keith	101 4 1	515 8 2	844 4 10	...	101 12 3	...	500 0 0
Kirkmichael	101 0 8	35 4 0	...	...	...	...	160 0 0
Marnoch	...	179 6 11	421 5 6	...	42 7 4	...	444 19 0
Mortlach	...	128 1 11	283 0 6	...	...	...	300 0 0
Ordiquhill	21 6 11	41 13 4	70 2 6	...	...	...	99 19 8
Rathven	4 0 2	529 14 6	965 13 0	...	223 8 3	...	650 0 0
Rothiemay	84 3 9	114 14 3	122 13 6	...	21 10 3	...	210 0 0
St Fergus	209 13 3	95 11 6	144 11 2	...	...	...	296 2 3
Total of Banff	1,047 16 8	3,910 15 2	6,693 17 11	...	578 19 2	3 12 6	6,944 3 3
BERWICK.							
Abbey St Bathans	37 13 4	26 1 2	60 8 6	...	...	...	70 0 0
Ayton	32 4 3	156 18 1	228 17 6	...	...	...	250 0 0
Bunkle and Preston	38 5 3	33 0 0	44 2 0	...	...	...	187 14 4
Channelkirk	...	45 15 2	62 0 6	...	...	...	160 0 0
Chirnside	18 0 11	105 19 11	153 12 6	...	...	...	127 0 0
Cockburnspath	...	89 0 0	105 11 6	...	...	...	120 0 0
Coldingham	241 13 2	267 3 2	393 19 6	...	...	...	469 4 6
Coldstream	281 14 7	223 5 3	229 0 3	...	...	...	450 0 0
Cranshaws	7 15 10	25 8 2	57 13 9	...	...	...	75 19 6
Duns	...	214 2 0	281 3 3	...	...	...	600 0 0
Earlston	3 17 5	128 4 7	158 7 7	...	...	...	259 15 0
Eccles	...	105 18 4	153 6 6	...	...	...	287 13 2
Edrom	127 0 10	95 7 7	123 11 6	...	...	...	223 8 8
Eyemouth	...	354 16 7	423 10 6	...	81 6 7	...	150 0 0
Fogo	...	37 4 3	57 4 0	...	...	...	135 17 8
Foulden	0 18 5	27 2 4	44 2 0	...	...	...	79 14 1
Gordon	23 0 3	72 2 3	97 6 0	...	...	...	150 6 0
Greenlaw	38 9 8	131 17 8	30 7 6	...	...	...	220 0 0
Hume and Stitchell	133 6 2	67 0 11	104 6 6	...	...	...	162 13 3
Hutton	...	34 11 9	79 8 9	...	...	...	127 11 11
Ladykirk	4 8 8	41 7 11	59 0 0	...	...	...	122 0 10
Langton	...	41 17 9	76 9 0	...	...	...	185 13 10
Lauder	230 4 8	133 16 10	232 14 6	...	...	8 4 6	410 0 0
Legerwood	...	29 5 8	117 9 3	...	...	...	85 4 1
Longformacus	...	26 19 2	51 11 4	...	...	...	120 0 0
Mertoun	61 0 11	28 10 0	63 14 6	...	...	...	122 5 3
Mordington	...	25 7 3	38 1 0	...	...	...	114 18 11
Nenthorn	...	26 0 0	47 5 6	...	...	...	121 0 0

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
7	...	46 6 11	...	...	...	...	...	0 8 0	696 18 8	...
4½	...	...	...	...	...	...	...	...	349 13 1	3 2 6
3	...	194 17 3	...	...	...	...	...	0 5 0	1,306 16 11	556 9 0
8	...	...	...	...	...	...	0 10 8	...	406 17 9	...
8	...	...	...	6 13 1	...	...	0 6 8	24 7 0	379 18 9	...
10	...	...	...	...	...	...	0 16 7	0 8 0	742 15 5	...
9½	250 0 0	7 5 10	...	...	...	...	...	*36 4 9	1,155 8 0	189 1 9
9	...	...	...	...	...	...	0 0 1	†36 0 0	283 16 1	72 9 2
8	...	...	...	...	...	...	...	‡21 18 1	816 10 1	...
10	...	...	28 10 0	...	...	...	0 1 9	1 4 7	1,826 18 8	24 18 0
10½	...	...	...	...	...	...	...	§36 7 9	404 18 3	1 8 0
6	...	...	...	...	...	...	...	0 1 3	1,996 8 2	298 14 6
1/2	...	...	...	...	...	...	0 4 9	...	220 19 4	...
10	...	5 1 9	...	...	...	...	...	1 5 0	602 17 9	209 11 2
8½	...	...	...	...	...	...	...	...	402 0 11	132 8 7
8	...	...	...	...	0 14 10	...	...	...	231 12 0	14 7 1
6	...	54 2 5	...	...	...	...	...	2 0 7	2,118 12 4	...
6	...	4 9 8	...	...	...	...	1 0 3	38 0 0	239 14 7	...
9½	...	...	...	27 16 2	...	...	...	...	1,115 14 11	710 17 11
8½	...	...	...	...	...	...	...	...	711 2 5	306 14 7
8½	...	...	...	...	...	...	...	...	233 2 5	...
9	...	...	...	...	...	3 2 6	...	§70 18 9	2,446 17 2	33 17 3
10½	...	4 2 0	...	...	...	...	...	4 7 0	561 10 9	162 8 0
8½	...	...	...	...	...	...	1 5 5	...	749 4 1	...
...	250 0 0	316 5 10	28 10 0	34 9 3	0 14 10	3 2 6	4 6 2	283 15 9	20,900 9 2	2,718 7 6
7	...	1 4 6	...	...	2 8 2	...	0 2 5	3 12 0	201 10 1	...
6	...	...	...	...	...	...	...	...	762 19 10	...
3	...	...	...	...	...	...	0 1 10	...	253 3 5	...
6½	...	...	...	...	...	...	...	...	267 15 8	...
2½	...	...	...	...	...	...	...	3 11 6	408 4 10	...
3	...	...	...	...	...	...	...	...	314 11 6	...
4	...	...	...	...	...	...	0 19 7	...	1,373 19 11	...
6	...	...	...	...	...	...	1 7 1	5 1 6	1,190 8 8	...
7	...	...	...	...	...	...	...	1 12 0	168 9 3	...
6	...	...	...	...	...	...	...	12 0 0	1,107 5 3	42 3 9
4½	...	9 8 9	...	...	...	...	...	...	559 13 4	32 2 4
3	...	...	...	...	...	...	...	0 6 0	547 4 0	80 7 10
3	...	...	...	...	...	...	0 18 8	...	570 7 3	...
5	...	...	...	...	...	...	...	1 17 10	1,011 11 6	...
4½	...	...	...	...	...	...	...	...	230 5 11	17 6 5
4	...	...	...	...	...	...	...	...	151 16 10	4 5 5
4	...	...	...	...	...	...	0 5 3	...	242 19 9	119 15 10
5	...	...	...	...	...	...	...	...	520 14 10	...
3	...	6 3 6	...	...	...	...	0 10 9	...	473 19 7	...
3	...	...	...	...	...	...	...	...	241 12 5	3 12 11
5	...	...	...	...	...	...	...	12 2 6	238 19 11	5 4 9
6½	...	...	...	...	...	...	...	...	204 0 7	21 19 7
6	...	...	...	...	...	...	1 13 1	0 11 8	1,017 5 3	...
3	...	...	...	...	...	...	...	...	231 19 0	...
4	...	...	...	...	3 0 0	...	...	1 12 0	203 2 6	32 9 11
4	...	...	...	...	...	...	0 4 10	...	275 15 6	135 12 11
6	...	...	...	...	...	...	...	...	178 7 2	...
6	...	...	...	...	...	...	0 0 5	...	194 5 11	4 6 7

* Dick Bequest, £28, 7s. 11d.
† " " £35.
‡ Dick Bequest,
§ " £68, 16s. 9d.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BERWICK—*contd.*							
Polwarth	...	19 19 3	38 3 0	...	...	...	61 10 5
Swinton	...	74 10 8	140 17 9	...	...	...	163 9 2
Westruther	188 2 8	32 10 4	...	...	...	...	80 0 0
Whitsome	2 14 7	74 4 8	88 19 11	...	...	...	168 3 2
Total of Berwick	1,420 11 7	2,795 8 8	3,937 5 10	...	81 6 7	8 4 6	6,111 2 9
BUTE.							
Cumbrae	52 10 10	106 6 8	161 13 9	...	...	...	142 1 6
Kilbride	452 0 5	113 8 1	119 3 6	...	...	4 9 8	344 5 4
Kilmory	46 1 4	117 1 6	248 0 1	...	...	...	490 0 0
Kingarth	...	66 3 4	172 3 6	...	...	...	275 0 0
North Bute and Rothesay (L.)	...	67 14 3	139 3 0	...	...	...	272 13 5
Rothesay (B.)	...	721 9 9	775 14 6	...	...	24 5 4	1,060 17 9
Total of Bute	550 12 7	1,192 3 7	1,615 18 4	...	...	28 15 0	2,584 18 0
CAITHNESS.							
Bower	...	92 0 8	248 6 6	...	...	...	263 18 6
Canisbay	...	53 8 0	227 7 0	...	26 15 0	...	350 0 0
Dunnet	2 17 4	63 8 10	168 4 6	...	...	...	211 14 9
Halkirk	307 5 10	156 5 7	206 13 0	...	...	...	500 0 0
Keiss	...	34 8 1	138 16 10	...	...	4 2 0	279 3 1
Latheron	413 2 1	179 8 8	638 11 4	...	...	...	1,450 0 0
Olrig	...	46 19 3	175 2 0	...	...	...	350 0 0
Reay	120 12 8	51 3 10	245 11 0	...	...	...	350 0 0
Thurso	—	39 6 4	398 16 0	...	...	2 17 5	400 0 0
Watten	164 17 7	39 8 6	183 19 0	...	...	...	304 3 0
Wick (B.)	...	212 7 9	787 1 6	...	154 14 9	19 12 11	1,123 14 4
Wick (L.)	...	172 13 0	633 3 3	...	...	2 13 6	1,110 4 6
Total of Caithness	1,008 15 6	1,240 18 6	4,141 11 11	...	181 9 9	29 5 10	6,692 18 2
CLACKMANNAN.							
Alloa (B.)	59 3 5	626 1 6	777 16 6	...	...	12 3 11	580 0 0
Alloa (L.)	...	215 15 11	402 9 0	...	...	5 3 6	350 0 0
Clackmannan	...	288 9 5	445 14 0	...	...	...	455 0 0
Dollar	23 8 10	*...	...	...	...	...	...
Tillicoultry	...	587 9 7	724 1 6	...	...	11 18 11	261 7 6
Total of Clackmannan	82 12 3	1,717 16 5	2,350 1 0	...	...	29 11 4	1,646 7 6
DUMBARTON.							
Arrochar	2 12 7	†...	71 10 2	...	...	...	166 18 3
Bonhill	...	1,100 10 1	1,319 2 9	...	32 15 0	17 4 6	1,000 0 0
Cardross	...	386 18 9	634 11 9	...	...	4 14 8	701 0 0
Cumbernauld	...	139 5 10	524 5 9	...	...	7 12 6	458 7 6
Dumbarton (B.)	...	1,718 4 11	1,356 6 4	...	...	...	1,481 5 8
Dumbarton (L.)	64 5 4	*...	...	...	...	...	110 16 0
Kilmaronock	...	60 18 4	64 0 0	...	...	...	250 0 0
Kirkintilloch (B.)	...	469 10 6	806 10 0	...	100 13 11	...	750 0 0
Kirkintilloch (L.)	...	41 0 6	156 16 6	...	...	...	335 0 0
Luss	0 14 4	17 4 9	58 4 0	...	...	...	100 0 0
New Kilpatrick	393 16 3	457 4 2	1,383 18 7	...	...	4 10 2	1,400 0 0
Old Kilpatrick	...	647 8 8	787 19 5	...	...	3 16 0	1,650 0 0
Roseneath	...	116 4 0	200 17 1	...	...	...	420 17 7
Row	223 10 4	776 10 2	806 6 8	...	...	57 17 10	2,285 0 0
Total of Dumbarton	684 18 10	5,931 0 8	8,119 9 0	...	133 8 11	95 15 8	11,119 5 0

* No school under the Board. † None exacted.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
5	...	...	...	...	...	...	...	...	119 12 8	11 5 5
4	...	...	...	...	...	...	...	...	378 17 7	174 10 2
3	...	...	...	...	...	...	0 6 10	...	250 19 10	...
6	...	...	...	...	...	...	...	...	334 2 4	11 11 7
...	...	16 16 3	...	...	5 8 2	...	6 10 9	42 7 0	14,425 2 1	696 15 5
2	...	...	...	...	42 7 3	...	0 17 6	...	505 17 6	37 9 4
7	...	...	...	...	...	...	4 15 5	...	1,038 2 5	...
10	...	...	...	32 12 3	...	...	0 8 10	...	984 4 0	7 12 6
6½	...	...	...	...	...	...	...	...	513 6 10	18 2 11
5	...	...	...	...	...	...	...	3 1 0	482 11 8	32 2 8
5	...	127 12 10	...	...	...	...	...	20 6 0	2,730 6 2	1,442 8 7
...	...	127 12 10	...	32 12 3	42 7 3	...	6 1 9	23 7 0	6,304 8 7	1,587 16 0
7	...	...	...	28 3 4	...	...	...	...	532 9 0	21 9 0
1/4	...	...	...	...	...	...	...	...	557 10 0	...
8	...	...	...	...	...	...	...	...	446 5 5	21 13 11
8	...	...	...	...	...	...	0 8 0	2 5 0	1,262 17 5	...
1/9	...	...	...	...	...	...	...	30 0 0	486 10 0	39 4 6
1/10	...	...	...	...	...	...	...	67 7 4	2,748 9 5	...
10	...	...	...	...	...	...	...	13 0 0	585 1 8	42 0 8
6	...	...	...	...	...	...	0 18 5	4 0 0	772 5 11	...
5	...	...	...	...	...	...	...	5 7 6	946 7 3	267 10 11
10	...	...	...	...	...	...	1 5 4	0 10 0	694 3 5	...
1/7	...	2 17 4	...	...	...	...	...	1 11 0	2,301 19 7	850 9 5
10	...	...	...	...	...	...	...	0 4 0	1,918 18 3	1,140 19 1
...	...	2 17 4	...	28 3 4	...	...	2 11 9	124 4 10	13,452 16 11	2,433 7 1
4½	...	...	...	...	...	2 10 0	...	32 16 0	2,090 16 4	83 4 1
...	...	...	...	...	...	...	...	11 0 0	984 8 5	360 13 8
5½	...	...	...	...	...	...	...	...	1,189 3 5	186 16 1
...	...	0 10 7	...	...	...	...	0 2 11	13 4 0	37 6 4	...
4	...	...	...	...	1 0 10	...	...	15 0 0	1,600 18 4	131 11 11
...	...	0 10 7	...	...	1 0 10	2 10 0	0 2 11	72 0 0	5,902 12 10	762 5 9
8	...	...	...	...	...	...	0 2 8	...	241 3 8	12 4 1
6½	...	...	...	...	97 12 4	...	...	15 0 0	3,582 4 8	765 9 3
7	...	13 8 11	...	...	...	...	...	7 11 0	1,748 5 1	508 15 5
5½	...	...	...	...	...	...	...	3 5 0	1,182 16 7	65 13 6
7	2,665 0 0	...	...	66 5 10	...	...	5 7 6	†236 15 6	7,529 5 9	2,588 5 1
6	...	...	...	...	...	...	0 5 10	...	175 7 2	...
6	...	...	...	...	...	...	...	0 15 0	375 13 4	23 1 8
9	...	...	...	...	...	...	0 12 6	4 19 10	2,132 6 9	...
4	...	...	...	...	...	...	0 0 4	...	532 17 4	131 0 7
5	...	...	...	...	...	...	...	...	176 3 1	2 14 5
3½	...	1 12 4	...	...	...	...	0 16 5	‡45 16 2	3,686 14 1	181 19 11
7	2,975 0 0	...	...	...	...	...	...	77 5 7	6,091 9 8	43 2 8
6	...	16 18 1	...	...	...	...	0 0 8	5 5 0	770 2 5	275 4 6
8	...	38 15 0	...	...	...	0 12 6	...	6 4 0	4,194 16 6	...
...	5,640 0 0	70 14 4	...	66 5 10	97 12 4	0 12 6	7 5 11	402 17 1	32,369 6 1	4,597 11 1

* Classification.

† From Town Council, £100. Pence and Coal Money, £96, 7s. 11d.

‡ Rents, £45, 9s. 6d.

§ School Pence, £40, 11s. 4d. Rents, £296, 14s. 8d. Donation by Captain Buchanan, £10.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department.			Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
			(a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
DUMFRIES.							
Annan (including B.)	...	409 1 2	502 3 10	...	...	...	436 10 6
Applegirth and Sibbaldbie	...	50 1 3	92 5 0	...	...	...	205 0 0
Brydekirk	...	39 3 8	92 9 4	...	...	...	66 12 0
Canonbie	...	276 12 1	364 13 6	...	...	...	610 0 0
Caerlaverock	...	40 19 8	85 13 0	...	...	...	80 0 0
Closeburn	...	33 2 0	77 2 0	...	...	...	228 19 8
Cummertrees	3 12 5	88 2 2	120 6 9	...	...	...	218 2 3
Dalton	2 4 5	37 3 4	77 19 6	...	...	...	110 0 0
Dornock	...	68 4 11	98 13 6	...	...	...	150 0 0
Dryfesdale	...	184 6 1	392 8 6	...	...	...	592 15 0
Dumfries (B.)	...	600 18 6	1,098 1 1	...	...	8 13 6	1,020 0 0
Dumfries (L.)	...	197 1 6	494 7 6	...	...	1 14 5	645 13 2
Dunscore	6 8 5	89 11 10	205 16 0	...	...	...	229 0 0
Durrisdeer	...	69 15 1	94 1 6	...	...	...	366 1 7
Eskdalemuir	122 15 4	29 6 4	75 3 0	...	...	...	135 0 0
Ewes	7 7 7	25 4 2	51 7 6	...	...	...	150 0 0
Glencairn	...	84 5 8	129 6 7	...	...	...	468 2 5
Gretna	...	79 3 1	145 5 6	...	...	...	302 0 0
Halfmorton	...	41 17 4	55 9 0	...	...	...	145 0 0
Hoddam	...	76 14 7	175 6 6	...	...	...	200 0 0
Holywood	20 17 7	65 11 1	199 13 10	...	...	...	290 0 0
Hutton and Corrie	...	28 14 8	111 11 0	...	...	...	241 13 2
Johnstone	11 3 6	55 7 3	68 3 0	...	...	...	100 0 0
Keir	...	50 4 0	87 7 6	...	...	...	275 0 0
Kirkconnel	...	82 3 2	158 10 6	...	...	...	275 3 7
Kirkmahoe	...	61 13 11	106 2 0	...	...	...	287 1 0
Kirkmichael	...	69 1 4	118 12 0	...	...	...	199 18 5
Kirkpatrick-Fleming	9 12 9	77 16 1	153 10 0	...	...	...	300 0 0
Kirkpatrick-Juxta	...	59 11 0	129 1 6	...	...	...	200 0 0
Langholm	...	474 13 11	739 15 0	...	...	8 13 6	892 18 1
Lochmaben (including B.)	...	188 18 1	311 16 6	...	...	...	490 0 0
Middlebie	...	58 5 1	122 19 6	...	...	...	235 0 0
Moffat	...	213 0 9	244 19 0	...	...	...	550 0 0
Morton	...	97 13 4	206 11 0	...	...	...	260 0 0
Mouswald	...	42 11 10	60 3 6	...	...	...	127 9 11
Penpont	45 11 8	80 3 3	170 11 6	...	...	...	177 0 0
Ruthwell	...	36 2 0	102 0 0	...	...	...	92 0 0
St. Mungo	...	48 18 8	99 0 0	...	...	...	229 12 1
Sanquhar (including B.)	78 13 4	72 9 9	109 4 0	...	...	...	390 12 8
Tinwald	20 17 1	70 8 3	150 2 2	...	...	...	174 3 8
Torthorwald	...	25 18 2	188 14 0	...	...	...	199 8 2
Tundergarth	24 4 3	44 2 10	80 17 6	...	...	...	127 0 5
Tynron	7 12 11	9 0 0	28 8 0	...	...	...	73 7 7
Wamphray	107 17 6	44 18 3	42 1 0	...	...	...	156 15 2
Westerkirk	...	22 11 5	65 3 0	...	...	...	110 0 0
Total of Dumfries	468 18 9	4,688 12 6	8,282 14 4	...	...	19 1 5	12,323 0 6
EDINBURGH.							
Borthwick	...	71 14 10	100 17 0	...	...	...	171 6 7
Carrington	55 9 10	37 17 5	45 2 0	...	...	...	130 0 3
Cockpen	...	148 13 9	209 6 6	...	...	...	359 18 4
Colinton	156 19 5	299 17 4	413 5 0	...	...	...	789 3 9
Corstorphine	...	113 13 10	156 1 6	...	...	...	280 0 0
Cramond	...	345 7 3	612 5 9	...	...	...	700 0 0

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
4	...	119 0 0	...	...	...	...	...	...	1,466 15 6	37 5 0
2½	...	...	...	...	...	...	...	...	347 6 2	...
3½	...	...	...	...	...	...	0 0 2	...	198 5 2	...
10½	...	...	...	...	...	1 0 0	...	5 1 10	1,257 7 5	62 12 2
2½	...	...	...	...	17 10 0	...	0 0 10	1 7 8	225 10 0	...
3	...	...	...	...	...	...	...	...	339 3 8	40 7 5
5	...	...	...	...	...	...	0 4 7	...	430 7 5	...
4	...	...	...	...	...	...	0 5 10	...	227 13 1	...
5	...	...	...	...	...	...	...	...	316 18 5	24 7 9
7	...	...	...	...	...	...	...	0 6 0	1,169 15 7	35 6 10
5	820 0 0	...	...	...	123 1 9	4 18 0	...	20 0 0	3,805 12 10	553 11 6
7	...	...	...	...	...	...	...	14 17 6	1,353 14 1	92 17 5
4	...	9 8 11	...	...	...	...	0 10 4	...	540 15 6	...
8	...	...	...	...	...	...	0 4 1	...	530 2 3	49 2 10
3	...	...	...	...	...	...	1 3 1	...	363 7 9	...
6	...	...	...	...	...	...	...	...	223 19 3	...
6	...	...	...	...	...	...	...	1 8 8	583 3 2	227 1 8
6	...	...	...	...	...	...	0 0 2	40 0 0	566 8 9	32 8 3
7	...	...	...	...	...	...	...	1 7 0	243 13 4	24 3 8
5	...	...	...	...	...	...	...	...	452 1 1	...
5	...	...	...	...	...	...	0 3 0	...	576 5 6	...
4½	...	50 15 0	...	...	...	...	...	...	432 13 10	88 4 7
3	...	7 12 4	...	...	...	...	...	...	242 6 1	...
11½	...	...	...	...	...	...	...	2 10 0	415 1 6	...
5	...	...	...	10 0 0	...	...	...	*37 10 0	583 7 3	8 3 6
5	360 0 0	...	...	...	...	...	0 6 8	...	815 3 7	11 3 0
5	...	...	...	...	...	...	0 2 3	...	287 14 0	...
5	...	5 0 0	...	...	...	...	0 2 11	...	546 1 9	...
3	...	5 0 0	...	...	...	...	...	0 6 0	393 18 6	137 4 9
6½	...	...	...	...	56 17 0	...	0 0 8	†427 1 0	2,099 19 2	86 6 1
6½	...	...	...	...	...	...	...	...	990 14 7	...
2½	...	...	...	...	...	...	...	...	416 4 7	...
4	900 0 0	47 7 8	...	...	16 4 8	...	...	...	1,970 12 1	110 19 9
5½	...	...	...	16 17 11	...	...	0 5 0	8 15 0	590 2 3	12 11 0
4½	...	...	...	...	...	...	...	...	220 5 3	16 16 4
5½	...	...	...	...	8 17 3	...	0 7 2	0 16 2	483 7 0	...
2½	...	...	...	...	10 3 4	...	...	...	239 5 4	12 8 1
7	...	...	...	...	...	...	...	...	377 10 9	...
5	...	6 5 0	...	...	...	...	0 15 9	3 0 0	661 0 6	...
2½	...	...	8 17 10	...	...	...	0 3 1	...	424 12 1	8 18 10
6	...	6 15 8	2 0 0	...	...	...	0 1 8	...	422 17 8	...
2½	...	...	...	...	...	...	0 4 4	‡30 0 0	306 9 4	...
3	...	0 7 6	...	...	...	...	...	...	118 16 0	...
5	100 0 0	18 18 4	...	...	...	...	...	...	470 10 3	48 4 10
3½	...	...	...	...	0 14 8	...	0 1 7	...	198 10 8	...
...	2,180 0 0	276 10 5	10 17 10	26 17 11	233 6 8	5 18 0	5 3 2	624 6 6	29,145 10 0	1,720 10 3
3	...	...	...	...	...	...	...	...	343 18 5	2 5 5
4	...	...	...	...	...	...	0 3 4	2 4 3	360 17 1	...
7	...	...	...	...	...	...	...	*53 15 10	771 13 5	277 16 0
7	...	0 19 4	...	...	...	0 5 0	...	0 10 0	1,661 4 10	...
2½	...	2 8 2	...	...	...	...	0 1 10	4 3 0	556 8 4	...
5	2,900 0 0	...	...	...	...	...	...	4 14 9	4,562 7 9	...

* From Duke of Buccleuch.
† Voluntary Assessment, £410, Rents £17, 1s.
‡ Donation by Sir R. Jardine.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
EDINBURGH.—*contd.*							
Cranston	35 6 8	106 7 6	161 17 0	...	...	...	153 2 2
Crichton	...	97 17 9	148 14 6	...	...	...	140 0 0
Currie	...	138 2 1	254 6 0	...	...	...	500 0 0
Dalkeith (B.)	...	343 17 11	370 18 0	...	...	2 19 11	570 0 0
Dalkeith (L.)	...	216 6 6	150 3 0	...	...	...	135 0 0
Duddingston (L.)	145 17 10	35 0 0	44 16 6	...	...	...	197 6 6
Edinburgh (City)	844 13 11	8,819 10 0	12,508 19 2	...	...	147 4 10	25,249 7 4
Edinburgh (St. Cuthberts and Dean)	597 17 1	294 3 10	462 9 6	...	...	2 13 9	981 14 3
Fala and Soutra	33 5 10	25 18 8	...	...	...	...	121 0 0
Glencorse	7 2 11	127 0 0	145 6 0	...	...	...	140 0 0
Heriot	28 3 7	34 17 2	57 16 6	...	...	...	75 0 0
Invereak (L.)	47 13 7	11 7 5	23 7 0	...	...	...	168 13 10
Kirknewton and East Calder	94 18 5	273 6 1	464 9 4	...	...	...	450 0 0
Lasswade	...	1,011 4 9	1,263 19 9	...	...	...	1,815 3 4
Leith (B.)	...	3,024 8 7	4,221 1 2	...	...	21 12 6	5,875 1 1
Leith, South (L.)	173 3 2	92 13 9	148 4 0	...	...	...	255 8 8
Liberton	...	345 4 5	41 19 3	...	...	...	1,079 17 4
Mid-Calder	...	233 12 1	342 0 0	...	...	...	420 0 0
Musselburgh (B.)	...	788 10 7	784 12 6	...	...	2 13 6	500 0 0
Newbattle	...	89 17 6	116 14 6	...	...	...	190 0 0
Newton	123 17 9	127 7 4	88 7 6	...	...	...	160 0 0
Penicuik	...	441 18 11	852 13 0	...	...	...	540 0 0
Portobello (B.)	...	484 1 10	625 18 6	...	...	...	1,148 4 0
Ratho	11 14 7	47 8 0	91 4 0	...	...	...	172 10 1
Stobhill	...	253 11 1	343 14 6	...	...	...	211 18 10
Stow	...	144 1 11	232 19 0	...	25 0 0	...	550 0 0
Temple	59 1 3	48 2 9	75 19 0	...	...	...	120 0 0
West Calder	501 8 1	749 1 8	700 9 10	...	...	...	800 0 0
Total of Edinburgh	2,916 8 11	19,422 2 7	26,359 9 9	...	25 0 0	177 3 6	45,150 2 4
ELGIN.							
Alves	59 2 11	37 5 6	71 11 0	...	...	...	166 0 0
Bellie	5 13 1	40 0 0	100 4 6	...	...	...	100 9 7
Birnie	...	39 4 10	69 15 0	...	...	...	100 0 0
Boharm	164 4 2	85 6 3	155 6 9	...	...	...	280 0 0
Cromdale	...	209 7 11	423 13 6	...	21 4 0	3 11 0	750 0 0
Dallas	44 7 8	30 5 9	109 10 6	...	...	...	250 0 0
Drainie	245 15 9	306 18 11	444 0 6	...	76 4 6	2 1 2	388 0 0
Duffus	...	249 1 10	627 9 0	...	89 2 0	5 7 0	567 0 0
Dyke	14 2 9	61 9 4	96 14 6	...	...	...	260 0 0
Edinkillie	1 7 5	33 10 5	43 6 6	...	...	...	220 0 0
Elgin (B.)	...	314 9 8	656 4 0	...	...	29 5 7	782 14 2
Elgin (L.)	21 0 8	122 18 6	194 0 0	...	...	...	750 0 0
Forres (B.)	...	290 3 3	427 9 0	...	...	11 4 6	609 6 1
Forres (L.)	8 5 1	† ...	...	...	...	...	110 0 0
Kinloss	12 19 8	55 9 0	133 19 0	...	...	...	220 0 0
Knockando	10 8 8	91 8 10	139 4 0	...	...	...	320 0 0
New Spynie	88 4 7	24 11 6	42 8 0	...	...	...	130 0 0
Rafford	57 16 0	62 4 10	108 14 0	...	...	...	250 0 0
Rothes	80 6 10	111 14 0	202 14 6	...	...	...	260 0 0
St. Andrews-Lhanbryde	...	106 19 7	175 9 6	...	...	31 4 3	380 0 0
Speymouth	5 9 9	125 18 1	241 19 0	...	...	...	332 19 3
Urquhart	7 18 4	74 6 4	136 16 0	...	...	...	250 0 0
Total of Elgin	827 3 4	2,472 14 4	4,595 8 9	...	186 10 6	82 13 6	7,412 9 1

† No school under the Board.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
5	...	...	...	...	...	...	...	...	456 14 4	62 9 1
5	...	...	...	...	...	...	...	...	386 12 3	2 9 3
5	...	...	...	...	...	...	...	1 6 6	893 14 7	...
6	...	...	...	...	...	...	...	4 5 0	1,292 0 10	75 2 6
6	...	...	...	...	...	...	...	...	501 9 0	30 9 3
4	...	...	...	...	...	...	0 15 4	...	423 16 2	...
4	13,600 0 0	...	...	...	24 11 11	6 7 0	...	...	61,200 14 2	961 11 7
4	900 0 0	24 6 8	...	...	59 14 8	...	8 9 7	3 13 10	3,385 2 2	160 5 1
8	...	...	...	...	...	...	0 1 5	...	180 5 11	0 9 3
4	...	...	...	...	...	...	...	35 10 3	454 19 2	...
2½	...	...	...	...	...	...	0 5 11	...	196 3 2	...
2	...	...	...	...	...	...	...	...	251 1 10	1 11 0
5	...	...	...	66 5 10	...	...	...	7 14 8	1,356 9 2	...
9	...	21 9 0	...	...	...	...	8 11 10	4 9 0	4,224 17 8	1,285 17 5
5	4,000 0 0	...	...	...	...	0 7 6	1 8 6	15 0 0	17,158 19 4	2,205 2 5
5	...	...	...	...	...	...	0 7 11	2 17 1	672 14 7	...
4½	...	1 6 11	...	...	...	...	...	5 0 0	1,473 7 11	1,101 8 8
6	...	...	...	...	...	...	...	6 17 3	1,002 9 4	20 18 9
5½	...	...	...	53 1 1	...	0 5 0	...	60 4 1	2,189 6 9	17 14 2
3	...	...	...	...	...	...	...	...	396 12 0	...
4½	...	14 14 9	...	...	...	...	0 8 10	4 19 6	519 15 8	...
6	...	...	...	67 2 0	...	...	...	...	1,911 13 11	607 10 7
7½	1,514 0 0	...	...	...	...	...	...	6 16 1	3,779 0 5	...
2½	...	...	...	...	...	...	0 3 6	2 10 9	325 10 11	0 18 8
5	...	...	...	...	...	...	...	...	809 4 5	114 14 3
6	...	...	...	10 0 0	...	...	...	...	961 13 11	...
2½	...	...	...	...	...	...	0 7 1	...	303 10 1	...
4½	...	...	...	...	2 1 6	...	...	14 4 11	2,767 5 7	...
...	22,914 0 0	65 4 10	...	196 8 11	86 8 1	7 4 6	21 5 1	240 16 7	117,581 15 1	6,928 13 4
4½	...	0 17 7	...	...	...	...	0 3 8	4 0 6	333 1 2	...
* ...	...	...	...	...	...	...	0 5 1	4 9 6	251 1 9	...
9	...	...	...	...	...	...	...	†27 15 0	236 14 10	89 13 1
10	...	...	...	...	...	...	...	...	684 17 2	...
10½	...	34 16 0	...	27 7 5	...	...	...	0 5 0	1,470 4 10	209 16 3
11	...	...	...	...	...	...	0 0 7	...	434 4 6	...
8½	...	0 9 3	...	...	...	...	0 17 7	...	1,436 7 8	...
10½	...	...	...	...	...	...	...	...	1,537 19 10	42 18 10
7½	...	14 5 0	...	...	...	...	...	...	446 11 7	...
7	...	...	...	...	...	...	...	...	298 4 4	...
7	2,300 0 0	1 1 10	...	...	...	...	...	‡1,040 17 6	5,124 12 9	661 2 10
1/3	...	...	...	17 4 3	...	...	...	...	1,105 3 5	32 18 6
10	...	...	...	50 0 0	...	...	...	§110 0 0	1,498 2 10	106 14 10
11½	...	...	...	...	...	...	...	...	118 5 1	0 1 0
7½	...	...	...	...	...	...	0 0 3	...	422 7 11	...
9	...	15 10 2	...	...	...	...	...	6 10 0	583 1 8	6 15 7
5½	...	...	...	...	...	...	0 6 6	2 9 2	287 19 9	...
8	...	...	...	25 0 0	...	...	0 2 9	3 17 5	502 15 0	...
8	...	14 13 10	39 17 1	...	...	...	...	0 5 6	709 11 9	19 18 1
9	...	0 9 2	35 16 0	135 0 8	...	...	...	2 5 0	837 4 2	277 9 6
9	...	...	...	...	...	...	...	...	706 6 1	...
1/	...	46 17 9	...	...	...	...	...	...	515 18 5	14 17 8
...	2,300 0 0	129 0 7	75 13 1	254 12 4	...	...	1 16 5	1,202 14 7	19,540 16 6	1,456 6 2

* Classification.
† From Russell Fund.
‡ Donations towards cost of New Academy, £1,034, 2s.
§ From Town Council.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE.							
Abdie	7 19 7	28 10 10	50 9 0	...	...	...	189 19 8
Aberdour	117 13 0	163 2 10	220 14 6	...	...	...	311 10 3
Anstruther-Easter	...	168 1 9	230 1 5	...	50 5 7	...	48 7 10
Anstruther-Wester	7 0 5	76 15 6	96 16 0	...	2 11 9	...	124 7 8
Arngask	...	42 16 10	60 19 0	...	...	...	96 19 0
Auchterderran	68 11 6	162 10 9	223 16 0	...	...	...	173 12 10
Auchtermuchty	...	119 13 4	213 1 6	...	...	...	200 0 0
Auchtertool	27 10 7	84 19 8	42 9 2	...	...	...	75 15 6
Ballingry	94 13 8	110 9 2	117 4 0	...	...	...	126 6 0
Balmerino	...	58 5 6	103 4 6	...	...	...	73 16 11
Beath	5 0 3	797 0 6	1,060 1 6	...	138 13 9	...	337 0 1
Burntisland (B.)	96 11 5	431 12 3	573 10 6	...	...	5 7 6	450 0 0
Burntisland (L.)	...	*...	...	...	...	...	100 0 0
Cameron	...	86 12 10	137 16 6	...	...	...	179 7 8
Carnbee	...	80 5 8	103 3 0	...	...	...	174 6 7
Carnock	...	93 10 8	60 9 0	...	...	...	142 2 5
Ceres	...	92 19 1	201 17 6	...	...	...	300 0 0
Collessie	...	164 8 9	284 13 6	...	...	...	300 0 0
Crail	...	145 7 10	171 17 0	...	...	...	194 5 10
Creich	3 13 2	42 0 6	63 2 0	...	...	...	81 10 10
Cults	0 19 3	52 8 8	84 16 6	...	...	...	167 19 2
Cupar (B.)	...	*...	...	...	...	...	126 0 0
Cupar (L.)	...	5 9 6	15 17 0	...	...	...	85 0 0
Dairsie	...	50 3 6	76 9 0	...	...	...	190 0 0
Dalgetty	328 3 3	242 3 9	268 15 6	...	...	...	283 14 8
Dunbog	40 1 3	26 15 7	48 5 0	...	...	...	99 14 8
Dunfermline (B.)	259 17 9	1,726 5 10	2,466 14 10	...	375 19 10	27 2 0	1,095 3 0
Dunfermline (L.)	145 13 7	788 2 6	1,162 10 6	...	...	...	1,253 16 6
Dunino	...	50 7 0	62 18 0	...	...	...	76 1 6
Dysart (B.)	59 4 9	1,043 9 10	1,365 11 6	...	204 12 0	25 19 1	440 18 4
Dysart (L.)	...	49 9 0	51 8 6	...	...	...	128 14 5
Elie	31 15 9	27 13 1	43 18 6	...	...	...	164 5 0
Falkland	215 9 6	217 0 8	...	...	...	...	400 0 0
Ferry-Port-on-Craig	20 12 11	376 13 3	410 4 6	...	46 18 6	30 3 0	180 0 0
Flisk	10 16 5	27 0 3	56 9 0	...	...	...	46 18 6
Forgan	...	303 8 10	375 0 6	...	...	13 14 4	850 0 0
Inverkeithing	...	300 2 11	383 2 0	...	...	...	274 3 7
Kemback	...	48 12 6	61 13 6	...	...	...	124 1 11
Kennoway	...	132 15 11	215 9 6	...	...	...	350 0 0
Kettle	...	120 0 9	241 4 0	...	...	...	300 0 0
Kilconquhar	52 1 4	163 2 6	228 19 0	...	...	...	305 14 11
Kilmany	1 13 7	44 10 11	70 0 0	...	...	...	113 11 11
Kilrenny	...	279 9 11	453 0 6	...	...	...	350 0 0
Kinghorn (including B.)	...	257 5 9	306 9 0	...	...	...	312 12 10
Kinglassie	5 7 10	37 10 10	96 17 0	...	...	...	422 17 9
Kingsbarns	...	83 14 3	87 3 0	...	...	...	208 1 2
Kirkcaldy (B.)	1,848 4 7	1,702 17 0	1,721 12 0	...	...	...	1,143 14 8
Kirkcaldy (L.) and Abbotshall	50 16 8	65 8 7	92 18 0	...	...	...	63 3 2
Largo	156 8 11	96 16 8	96 1 0	...	...	...	200 16 6
Largoward	...	103 8 9	158 17 8	...	...	...	192 5 9
Leslie	96 7 8	395 6 6	626 3 6	...	66 19 9	...	600 0 0
Leuchars	...	158 19 5	217 3 6	..	...	...	300 0 0
Lochgelly	...	480 14 1	691 5 0	...	142 2 3	3 10 0	152 15 1
Logie	...	34 18 9	64 4 0	...	...	...	67 12 11
Markinch	31 2 6	504 8 6	788 17 0	...	...	11 16 6	700 0 0
Monimail	32 6 10	35 14 3	46 4 0	...	...	...	165 0 0

* No school under the Board. † Balance of assessments, 1884–5.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
4½	...	3 5 4	...	...	...	...	0 9 10	...	250 14 3	0 1 1
6	...	...	...	...	...	...	0 8 3	...	813 8 10	...
3	160 0 0	15 9 11	...	...	...	...	0 4 3	13 6 9	685 17 6	98 11 5
10	...	5 0 0	...	...	...	...	0 2 7	9 12 5	322 6 4	...
4	...	...	2 4 0	...	4 12 2	...	...	...	206 11 0	14 2 3
3	...	0 10 0	...	...	...	...	...	...	629 1 1	...
5½	...	...	...	...	...	...	0 0 9	...	532 15 7	96 18 8
3	...	26 11 2	...	7 8 0	...	...	0 4 8	1 0 0	215 18 9	...
8	...	...	...	...	...	...	0 9 2	...	449 2 0	5 8 11
5	...	...	...	...	0 16 11	...	...	...	236 3 10	59 11 1
4½	...	...	...	...	...	0 17 0	...	...	2,328 13 1	...
5½	...	39 0 0	...	82 19 9	...	...	...	5 4 4	1,684 5 9	...
2	...	...	...	...	...	...	0 0 8	...	100 0 8	0 18 10
5	...	2 11 9	...	22 12 7	...	...	0 2 10	0 5 7	429 9 9	13 1 2
3½	...	26 19 10	...	...	...	...	...	...	384 15 1	33 15 1
6	...	0 5 7	...	...	...	...	0 0 2	...	296 7 10	69 2 0
5½	...	...	...	...	...	...	...	...	594 16 7	362 1 5
5	...	4 6 9	...	...	...	...	...	16 12 3	770 1 3	218 5 1
3½	...	21 0 0	...	...	...	...	...	14 9 6	547 9 2	17 6 4
6	...	4 5 10	...	...	...	...	...	...	194 12 4	...
7	...	...	...	...	12 12 6	...	...	...	318 16 1	...
...	...	...	...	...	...	...	0 1 10	...	26 1 10	8 2 5
1	...	...	...	...	0 19 4	...	...	...	107 5 10	1 16 4
6	...	...	...	...	...	...	...	1 10 10	318 3 4	47 4 8
9	...	...	...	...	...	...	2 0 10	2 2 0	1,127 0 0	...
5	...	...	...	...	...	...	0 9 9	2 1 5	217 7 8	...
6	1,251 0 0	...	...	18 0 11	...	...	3 3 3	23 11 8	7,246 19 1	465 17 1
6½	...	...	...	...	...	...	...	0 10 9	3,350 18 10	...
5	...	...	...	8 12 6	...	...	...	...	197 19 0	12 13 9
3½	...	...	...	...	...	0 3 0	...	*70 3 2	3,210 1 8	301 4 3
5½	...	...	...	...	...	...	...	...	229 11 11	...
5	...	...	...	...	...	...	0 4 11	...	267 17 3	...
7½	...	...	...	...	32 0 4	...	0 1 7	6 19 6	871 11 7	79 8 5
5½	...	...	...	...	...	...	...	12 0 0	1,076 12 2	...
3½	...	...	...	...	...	...	0 5 6	1 5 0	142 14 8	...
9½	...	...	...	...	...	...	...	...	1,542 3 8	201 1 3
6	...	5 16 1	...	...	...	...	...	...	963 4 7	158 6 7
5½	...	...	...	...	6 11 4	...	...	...	240 19 3	46 6 8
8	...	1 13 4	6 2 11	...	19 14 8	...	...	0 7 6	726 3 10	4 18 2
6	...	...	...	...	...	...	...	2 0 0	663 4 9	147 12 4
6½	...	...	...	...	...	...	...	7 0 0	756 17 9	...
3	...	...	...	...	...	...	...	2 9 10	232 6 3	3 3 6
8	...	...	...	...	14 2 7	...	...	8 11 0	1,105 4 0	107 19 0
5	...	...	...	...	25 16 0	...	0 4 6	...	902 6 1	14 15 6
9½	...	...	...	...	...	...	...	...	562 13 5	...
7	...	...	...	...	...	...	...	...	378 16 5	...
5	...	114 0 0	...	...	...	...	...	19 15 1	6,550 3 4	...
2	...	...	...	...	...	...	0 6 8	25 0 0	297 13 1	...
5	...	11 0 0	...	...	...	...	0 10 2	...	561 12 9	...
6	...	...	...	...	...	...	...	...	454 12 2	107 2 4
8½	...	...	...	25 0 0	0 5 2	...	2 0 7	...	1,813 3 2	...
3	...	11 7 0	...	...	1 7 1	...	0 0 3	...	688 17 3	46 8 1
4	...	...	...	...	...	...	...	2 11 11	1,472 18 4	70 17 4
3	...	2 15 6	...	...	...	...	...	2 6 6	171 17 8	3 5 5
5	...	...	8 4 0	4 5 0	...	...	3 19 8	0 10 6	2,053 3 8	302 12 3
4½	...	1 13 4	...	...	...	...	...	...	280 18 5	...

* From Town Council, £50.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County	Balance in hand on 15th May 1895.	School Fees.	Grants from Scotch Education Department.			Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
			(a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*							
Moonzie	5 1 1	22 15 3	42 0 0	...	...	...	58 14 8
Newburgh	...	102 10 10	193 5 0	...	...	...	175 0 0
Newburn	6 0 7	36 19 10	49 15 6	...	...	...	102 10 10
Pittenweem	...	223 7 1	345 2 10	...	70 3 6	7 7 0	85 0 0
St. Andrews (B.)	122 2 1	171 6 6	414 2 6	...	...	6 10 0	139 6 1
St. Andrews (L.) & St. Leonards	...	156 11 10	178 7 2	...	...	...	395 19 5
St. Monance	68 16 11	160 8 1	...	...	53 13 6	...	152 10 2
Saline	43 0 7	68 5 11	97 6 6	...	...	...	158 6 8
Scoonie	...	455 16 3	585 8 6	...	53 7 6	9 12 0	497 0 0
Springfield	...	107 0 9	117 6 0	...	...	...	197 15 3
Strathmiglo	...	137 13 3	233 13 6	...	...	5 10 6	443 3 9
Torryburn	...	90 19 7	110 10 0	...	...	...	177 5 2
Wemyss	...	652 14 2	732 4 7	...	21 13 0	...	397 1 2
Total of Fife	4,060 19 2	15,318 3 7	20,240 9 8	...	1,227 5 11	146 11 11	18,468 4 6
FORFAR.							
Aberlemno	75 2 8	51 18 1	57 13 0	...	...	...	92 2 2
Airlie	13 11 5	31 12 7	80 12 6	...	...	...	132 14 0
Arbirlot	54 10 4	57 2 3	80 1 0	...	...	...	109 17 3
Arbroath (B.)	...	1,788 15 4	2,037 3 0	...	...	29 11 8	1,056 6 5
Auchterhouse	28 4 7	65 2 2	71 7 0	...	...	...	144 16 10
Barry	...	281 2 9	405 4 5	...	...	...	469 16 6
Brechin (B.)	...	1,103 12 4	1,382 14 6	...	236 16 3	...	530 0 0
Brechin (L.)	...	64 12 9	207 10 0	...	...	...	400 0 0
Broughty Ferry (B.)	...	737 15 11	746 16 6	...	...	...	550 9 0
Careston	...	32 14 3	65 15 0	...	...	...	60 0 0
Carmyllie	79 0 5	80 14 5	97 15 0	...	...	...	216 5 3
Cortachy and Clova	42 5 0	30 10 10	105 8 6	...	...	...	227 12 11
Coupar-Angus	61 16 0	191 3 10	291 7 6	...	...	...	294 8 0
Craig	...	160 15 4	444 3 3	...	...	...	385 0 0
Dun	...	77 2 4	97 11 0	...	...	...	179 14 6
Dundee (B.)	8,792 19 0	9,331 7 3	8,349 4 1	...	...	163 1 0	7,653 13 0
Dundee (L.)	...	83 7 3	112 7 6	...	...	...	246 6 5
Dunnichen	...	93 1 6	202 8 6	...	...	...	230 3 9
Eassie and Nevay	68 7 9	32 11 3	55 4 0	...	...	...	131 10 1
Edzell	4 4 6	87 0 6	114 14 6	...	...	...	184 19 10
Farnell	...	66 2 9	82 0 6	...	...	...	160 0 0
Fern	13 15 1	25 18 2	56 13 0	...	...	...	60 0 0
Forfar (B.)	...	1,434 6 6	1,639 2 0	...	323 15 10	11 0 0	1,043 19 6
Forfar (L.)	33 18 0	84 14 7	151 3 0	...	...	...	130 0 0
Friockheim	...	98 16 0	170 12 6	...	...	...	128 8 8
Glammis	5 1 8	94 6 2	138 18 0	...	...	...	305 4 10
Glenisla	58 18 8	52 9 4	134 12 0	...	...	2 7 0	304 11 11
Guthrie	48 11 5	53 10 10	102 0 11	...	...	...	74 0 9
Inverarity	...	55 14 4	80 3 0	...	...	...	197 17 6
Inverkeilor	...	145 1 3	208 3 0	...	...	18 6 0	335 3 8
Kettins	...	59 9 1	105 7 6	...	...	...	150 9 3
Kingoldrum	2 14 5	21 5 9	37 13 4	...	...	...	103 12 9
Kinnell	...	50 8 9	93 5 0	...	...	...	196 0 4
Kinnettles	15 12 2	58 10 9	69 16 0	...	...	...	99 0 0
Kirkden	11 12 1	39 5 4	66 0 0	...	...	...	87 15 11
Kirriemuir	...	272 0 4	314 16 0	...	...	3 2 0	600 0 0
Lethnott and Navar	...	17 2 2	54 12 0	...	...	...	84 0 0
Liff, Benvie, and Invergowrie	122 3 2	113 17 7	146 1 0	...	...	4 16 6	423 15 8

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
6	...	...	...	...	...	...	0 6 2	...	128 17 2	...
6	...	6 15 0	...	...	...	...	...	...	477 10 10	120 11 10
6	...	...	...	...	...	...	...	...	195 6 9	...
3	...	43 7 4	...	...	...	...	...	...	774 7 9	4 6 1
1	...	32 18 2	...	...	...	...	1 1 4	*34 4 6	921 11 2	188 1 0
4	...	35 10 7	...	...	...	...	...	†236 16 9	1,003 5 9	132 4 0
6	...	...	...	...	...	...	...	5 7 6	440 16 2	255 13 7
5	...	...	...	...	...	...	...	5 0 0	371 19 8	...
7	...	...	...	15 0 0	...	...	...	8 3 6	1,624 7 9	497 8 0
5	...	...	...	...	...	...	...	...	422 2 0	145 7 10
8	...	5 2 2	...	...	28 8 8	...	...	0 16 6	854 13 4	262 3 8
6	...	...	...	...	...	...	...	...	378 14 9	...
2½	...	...	...	...	...	1 1 0	...	104 1 0	1,908 19 11	338 2 2
...	1,411 0 0	421 4 8	16 10 11	183 18 9	147 6 9	2 1 0	17 0 2	645 17 3	62,301 14 5	5,013 11 10
3	...	...	...	...	...	...	0 15 7	...	277 11 6	...
3½	210 0 0	...	...	...	...	...	...	0 8 2	488 18 8	...
2½	...	3 17 4	6 8 0	...	...	...	0 11 1	1 13 9	314 1 0	...
4	...	7 18 1	...	...	45 18 7	...	...	10 2 0	4,976 0 1	761 17 0
3½	...	...	...	...	...	...	0 7 1	...	309 17 8	...
8½	...	...	...	...	...	...	...	...	1,156 3 2	273 6 10
5½	...	78 6 8	...	...	...	...	...	22 6 10	3,353 16 7	788 11 8
6	...	...	...	...	...	...	...	...	672 2 9	153 3 11
3½	1,000 0 0	...	...	...	...	...	...	22 4 3	3,057 5 8	205 12 5
6½	...	...	...	...	...	...	...	...	158 9 3	84 6 1
10	...	...	...	...	...	...	0 9 11	6 10 0	580 15 6	...
8	...	...	...	...	...	...	0 5 4	...	406 2 7	3 13 2
5½	...	...	...	...	...	...	0 9 6	22 9 0	861 13 10	...
7½	...	35 0 0	...	...	...	...	...	...	1,024 18 7	16 18 8
5	...	...	...	...	...	...	...	...	354 7 10	80 1 6
3½	7,160 0 0	...	...	...	...	2 0 0	99 11 11	10 15 0	41,567 11 3	242 18 5
5½	...	...	...	...	...	...	...	...	442 1 2	253 3 5
7½	...	...	...	...	13 6 9	...	...	...	539 0 6	57 5 11
4	...	...	...	...	...	...	0 9 0	2 10 0	290 12 1	...
7½	...	...	...	...	...	...	...	2 0 0	392 19 4	...
5½	...	...	...	...	...	...	...	5 4 0	313 7 3	27 2 1
3½	...	...	...	...	...	...	0 2 9	...	156 9 0	...
7½	2,351 0 0	...	...	...	...	...	...	‡209 9 10	7,012 13 8	984 15 11
3	...	3 17 5	...	...	...	...	0 9 1	...	404 2 1	...
5	...	...	...	...	...	...	...	0 8 11	398 6 1	178 18 11
5	...	...	...	19 10 5	...	...	...	...	563 1 1	...
6½	...	...	...	...	...	...	0 14 3	...	553 13 2	...
3	...	...	...	...	...	...	0 12 2	...	278 16 1	...
5	...	...	...	...	...	...	...	...	333 14 10	...
4½	...	15 1 4	12 0 0	...	...	...	...	...	733 15 3	196 0 5
1½	100 0 0	3 16 11	...	...	...	...	...	...	419 2 9	...
4	...	...	...	...	...	...	0 5 7	...	165 11 10	6 6 9
5½	...	...	...	...	...	...	...	...	339 14 1	...
4	...	...	...	3 14 3	...	...	0 5 11	...	246 19 1	...
4	...	...	...	...	7 15 6	...	0 2 5	12 5 0	224 16 3	7 6 3
5	...	75 14 3	...	...	...	...	...	10 0 0	1,275 13 1	30 16 6
6½	...	...	...	...	...	...	...	...	155 14 2	57 14 0
7	...	...	...	...	21 1 9	0 7 0	0 6 3	4 4 9	835 13 8	...

* From Bell Fund, £27, 14s. 6d. † Price of old buildings, £250. ‡ From Town Council, £200.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FORFAR—*contd.*							
Lintrathen	25 4 0	48 14 0	126 17 6	...	...	...	161 17 9
Lochlee	...	12 18 0	27 10 10	...	...	...	81 4 5
Logie-Pert	170 12 3	84 2 6	115 16 0	...	...	...	296 7 1
Lunan	8 1 9	30 19 2	53 13 6	...	...	...	82 18 9
Lundie	4 8 4	29 1 4	69 3 0	...	...	...	97 6 1
Mains and Strathmartine	87 7 4	159 2 6	282 17 0	...	...	...	300 0 0
Murytown	...	34 17 6	55 4 0	...	...	...	120 0 0
Menmuir	...	43 17 4	...	...	...	...	170 0 0
Monifieth	115 6 8	228 6 8	372 0 0	...	...	...	496 13 6
Monikie	...	36 4 9	107 15 0	...	...	10 0 0	310 0 0
Montrose (B.)	...	885 4 11	1,147 8 5	...	...	16 14 5	1,125 0 0
Montrose (L.)	...	65 14 1	96 5 6	...	...	...	160 0 0
Murroes	9 0 3	74 1 6	102 5 0	...	...	...	229 4 7
Newtyle	25 4 9	71 19 2	128 15 6	...	...	...	209 18 8
Oathlaw	...	37 7 10	54 13 6	...	...	...	107 16 11
Panbride	...	111 12 3	201 17 2	...	...	...	127 11 1
Reecobie	42 4 7	21 1 1	26 16 8	...	...	...	66 12 0
Ruthven	4 1 1	23 9 3	33 9 3	...	...	...	27 16 1
St. Vigeans and Arbroath (L.)	...	129 8 4	132 1 3	...	...	9 0 0	377 18 7
Stracathro	...	37 4 4	109 9 11	...	...	...	140 0 0
Tannadice	...	87 7 10	110 7 6	...	...	...	250 0 0
Tealing	...	56 7 1	82 12 0	...	...	...	182 19 2
Total of Forfar	10,024 19 4	19,434 4 0	22,103 3 5	...	560 12 1	267 19 1	22,964 0 10
HADDINGTON.							
Aberlady	92 13 6	91 12 2	125 11 0	...	...	...	175 3 5
Athelstaneford	51 16 4	73 19 3	103 15 0	...	...	...	129 13 10
Bolton	48 15 2	16 4 6	25 4 6	...	...	...	99 4 6
Dirleton	...	129 6 7	206 13 3	...	...	...	620 1 2
Dunbar (B.)	6 13 3	217 6 6	195 7 0	...	...	...	550 0 0
Dunbar (L.)	...	161 11 1	207 15 8	...	...	...	400 0 0
Garvald	48 8 10	54 17 7	75 0 0	...	...	...	125 0 0
Gladsmuir	57 2 11	127 9 11	160 10 11	...	...	...	250 0 0
Haddington (including B.)	134 18 10	339 0 0	242 3 0	...	...	2 15 9	709 9 2
Humbie	173 13 5	16 11 7	16 2 0	...	...	...	275 0 0
Innerwick	...	47 3 11	77 15 0	...	...	...	186 18 7
Morham	47 4 11	10 0 0	17 15 6	...	...	...	117 1 9
North Berwick	205 11 8	192 0 3	259 17 0	...	...	0 10 2	270 0 0
Oldhamstocks	...	32 10 8	48 7 0	...	...	...	130 0 0
Ormiston	63 14 4	104 15 7	178 9 10	...	...	...	300 0 0
Pencaitland	29 17 10	31 1 1	61 12 3	...	...	...	225 4 7
Prestonkirk	...	129 19 11	174 15 0	...	...	...	550 0 0
Prestonpans	...	261 8 3	345 17 0	...	...	4 13 6	304 9 10
Salton	...	51 2 4	55 9 6	...	...	...	95 4 4
Spott	...	46 3 1	60 10 6	...	...	...	138 6 3
Stenton	...	78 6 0	82 18 0	...	...	...	274 0 8
Tranent	55 11 10	589 11 3	752 16 2	...	...	6 9 6	600 0 0
Whitekirk and Tynninghame	...	82 1 5	111 4 6	...	...	...	237 0 11
Whittinghame	63 5 11	31 4 3	56 0 6	...	...	...	120 0 0
Yester	166 0 0	108 2 11	128 9 10	...	...	...	170 0 0
Total of Haddington	1,245 7 9	3,013 11 1	3,769 19 11	...	...	14 8 11	7,061 19 0

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
3	...	...	...	...	...	...	0 4 0	...	362 17 3	...
5½	...	...	...	...	...	...	...	20 0 0	141 13 3	65 6 6
8½	...	...	...	...	...	...	0 8 4	2 7 4	668 13 6	...
5	...	2 3 2	...	...	...	...	...	...	177 16 4	...
5½	...	...	...	...	...	...	0 1 11	...	200 0 8	4 4 2
3	...	...	...	...	...	...	14 2 4	...	843 9 2	...
6	...	...	...	...	...	...	...	...	210 1 6	1 1 1
5½	...	...	...	...	...	...	0 0 3	...	213 17 7	52 14 0
8	...	3 4 6	...	...	...	...	1 4 7	9 11 5	1,116 6 10	...
5	...	5 10 0	...	...	...	...	...	...	469 9 9	11 7 11
6½	...	...	...	...	...	...	...	...	3,174 7 9	56 12 4
4	350 0 0	...	...	...	...	...	0 9 0	...	672 8 7	...
5½	...	...	...	...	...	...	...	...	414 11 4	...
5	...	...	...	...	...	...	0 11 3	...	436 9 4	0 12 3
5	...	...	...	...	...	...	...	...	199 18 3	124 15 5
3	...	...	...	...	...	...	...	...	441 0 6	99 8 0
2½	...	...	...	...	...	...	0 11 5	...	168 5 9	...
4	...	...	...	...	...	...	0 1 10	9 1 0	147 18 11	...
4	...	...	...	...	5 14 2	...	...	...	654 2 4	...
5½	...	...	...	...	...	...	...	...	286 14 3	56 18 5
4½	...	...	...	5 11 9	...	...	...	...	453 7 1	7 9 11
6	...	...	...	...	...	...	...	20 0 0	341 18 3	...
...	11,171 0 0	234 9 8	18 8 0	28 16 5	93 16 9	2 7 0	123 12 9	408 11 3	87,431 0 7	4,890 9 10
4½	...	...	...	...	...	...	0 19 9	14 10 0	500 9 10	...
2	...	...	...	...	...	...	0 10 9	...	359 15 2	...
6½	...	...	...	...	...	...	0 2 4	...	189 11 0	...
10	...	...	...	...	...	...	0 3 3	...	956 4 3	171 14 2
10½	...	...	...	...	...	...	...	*80 0 0	1,049 6 9	...
4½	...	6 14 3	...	...	...	...	...	0 5 0	776 6 0	...
4	...	...	...	...	...	...	0 0 8	...	313 7 1	...
2½	...	...	...	...	...	...	...	†25 0 0	620 3 9	4 1 11
‡...	...	...	...	...	...	...	0 16 7	9 11 4	1,428 14 8	292 16 1
8½	...	...	...	...	...	...	0 16 6	...	482 2 6	...
5	...	...	...	...	...	...	...	...	311 17 6	34 13 3
11	...	...	...	...	...	...	0 4 4	...	192 6 6	...
3	...	...	...	...	...	...	...	...	927 19 1	...
3½	...	...	...	...	...	...	...	...	210 17 8	15 1 1
7½	...	...	...	28 6 8	...	...	0 9 3	...	575 15 8	...
6½	...	...	...	...	...	...	0 3 3	...	347 19 0	...
6	...	4 13 0	...	...	...	...	0 12 4	...	860 0 3	...
6	...	...	...	...	...	...	...	2 1 10	918 10 5	355 12 7
4	...	5 12 0	...	...	...	...	...	...	207 9 2	26 18 6
6	...	1 0 2	...	...	...	...	...	...	246 0 0	21 2 10
1/	...	...	...	...	...	...	...	1 0 0	436 4 8	69 11 11
6½	...	200 0 0	...	...	...	1 0 0	...	§1,002 2 0	3,207 10 9	...
8	...	1 7 6	...	...	...	...	...	...	531 14 4	287 19 5
4	...	...	...	...	...	...	...	...	270 10 8	...
5	...	...	...	35 15 9	...	...	0 9 4	...	608 17 10	210 10 7
...	...	219 6 11	...	64 2 5	...	1 0 0	5 8 4	1,134 10 2	16,529 14 6	1,490 2 4

* From Town Council. † From Earl of Wemyss. ‡ Classification. § Grant from Stiell's Trust, £1,000.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
INVERNESS.							
MAINLAND.							
Abernethy	...	83 12 2	214 4 6	...	...	...	323 0 0
Alvie	...	19 8 0	114 5 6	...	...	...	94 5 6
Ardersier	90 12 7	43 10 6	64 2 6	...	...	...	185 0 0
Boleskine and Abertarff	89 5 5	33 19 2	102 17 0	...	...	...	330 11 2
Croy and Dalcross	...	66 12 1	158 19 6	...	...	...	290 0 0
Daviot and Dunlichty	...	32 3 11	116 16 6	...	...	...	400 0 0
Dores	15 1 3	34 11 0	147 13 2	...	...	...	259 4 2
Duthill and Rothiemurchies	11 7 10	72 16 3	140 14 0	...	...	...	350 0 0
Glenelg	15 1 6	12 3 11	201 15 0	...	...	...	368 10 2
Glengarry	79 0 7	25 14 6	46 1 6	...	...	...	121 19 11
Insh	7 1 9	7 3 0	57 17 6	...	...	...	51 16 7
Inverness (B.)	60 16 6	858 0 7	1,075 15 6	...	...	12 0 2	1,100 0 0
Inverness (L.)	2 3 11	93 3 4	317 14 6	...	...	...	711 16 1
Kilmonivaig	288 14 1	13 7 4	...	...	...	...	238 19 4
Kilmorack	259 4 5	55 16 1	171 8 0	...	...	...	370 0 0
Kiltarlity	...	68 13 4	241 16 0	...	...	...	379 7 8
Kingussie	...	51 19 6	240 7 0	...	...	...	454 18 9
Kirkhill	27 19 9	61 3 6	183 11 0	...	...	...	225 0 0
Laggan	...	26 1 1	124 10 6	...	...	...	328 9 6
Moy and Dalarossie	...	19 7 3	70 13 6	...	...	...	180 13 6
Petty	...	50 7 3	140 9 0	...	...	...	251 14 8
Urquhart and Glenmoriston	...	61 15 8	281 13 6	...	...	...	561 16 6
INSULAR.							
Barra	41 14 5	* ...	246 14 6	...	70 2 6	...	232 11 6
Bracadale	...	9 14 1	122 9 0	...	...	...	175 0 0
Duirinish	...	66 19 4	365 3 6	...	40 17 6	...	509 0 0
Harris	...	* ...	434 16 3	...	82 2 8	...	620 19 1
Kilmuir	...	23 19 6	56 16 0	...	...	...	50 0 0
North Uist	...	63 3 7	474 16 3	1,496 5 9	96 5 0	...	450 0 0
Portree	242 2 4	70 16 0	312 8 0	...	...	3 8 6	525 2 6
Sleat	...	15 13 1	230 15 6	...	9 15 6	...	255 10 5
Small Isles	1 2 9	0 15 0	67 8 0	...	...	...	70 12 6
Snizort	...	4 8 6	173 16 0	...	...	...	180 0 0
South Uist	84 13 7	* ...	752 16 10	...	260 17 5	...	276 2 4
Stenscholl	48 8 10	9 6 5	141 7 10	...	30 0 0	...	85 0 0
Strath	...	8 10 0	245 10 10	...	14 0 6	...	349 3 9
Total of Inverness	1,364 11 6	2,064 15 0	7,833 3 8	1,496 5 9	604 1 1	15 8 8	11,356 5 8
KINCARDINE.							
Arbuthnott	...	48 2 4	90 18 0	...	...	...	150 5 9
Banchory-Devenick	82 5 9	124 15 11	334 14 0	...	...	...	496 0 0
Banchory-Ternan	...	221 2 3	597 3 0	...	...	...	612 18 2
Benholme	8 9 0	160 4 2	238 3 6	...	...	...	150 0 0
Bervie (including B.)	...	143 2 5	251 2 6	...	32 8 6	...	207 19 1
Dunnottar	117 16 2	155 18 6	250 5 6	...	...	...	302 3 4
Durris	2 3 3	55 16 9	128 9 0	...	...	...	293 18 9
Fettercairn	...	162 9 9	169 3 0	...	...	...	231 6 4
Fetteresso and Rickarton	298 10 2	529 16 8	1,137 19 1	...	...	8 0 11	958 2 3
Fordoun	...	128 9 8	222 3 6	...	...	0 18 6	439 0 5
Garvock	...	20 15 5	44 19 6	...	...	...	125 0 0
Glenbervie	...	73 6 8	132 18 0	...	...	...	200 0 0
Kinneff and Catterline	...	67 15 10	125 9 0	...	...	...	203 11 6

* None exacted.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
9	450 0 0	...	...	...	...	...	...	*49 15 2	1,120 11 10	...
4	...	...	...	8 0 0	...	...	...	...	239 19 0	128 5 6
1/	...	...	...	...	...	...	0 1 4	...	383 6 11	...
8	...	...	...	...	10 17 1	...	0 15 10	3 0 0	571 5 10	...
8	...	...	...	...	...	...	...	...	515 11 7	12 17 8
9	...	43 10 8	...	...	...	...	...	...	592 11 1	...
10	...	...	...	...	...	...	...	0 10 0	456 19 7	43 1 11
8	...	...	...	...	...	...	...	...	574 18 1	46 6 1
10	...	...	...	...	0 1 1	...	1 13 3	43 18 6	643 3 5	4 14 3
4	...	...	...	...	4 9 9	...	0 8 10	...	277 15 1	...
2	...	...	...	...	...	...	0 2 10	34 0 0	158 1 8	...
5	...	...	...	...	...	...	...	...	3,106 13 9	1,687 15 1
9½	...	10 0 0	...	...	6 2 8	...	...	...	1,141 0 6	2 6 10
4	...	...	...	...	1 9 9	...	0 10 4	...	543 0 10	16 1 0
5	...	...	...	...	...	...	1 7 0	3 0 0	860 15 6	...
9	...	...	...	44 8 11	...	...	...	...	734 5 11	94 4 9
8	...	...	...	9 0 0	2 19 9	...	...	...	759 5 0	...
5	...	...	...	...	...	...	...	3 9 6	501 3 9	...
7	...	...	...	...	...	...	...	...	479 1 1	104 18 6
9½	...	...	...	...	...	...	...	...	270 14 3	152 16 7
9	...	...	...	...	...	...	...	0 10 0	443 0 11	26 6 8
11	...	...	...	33 1 5	6 10 6	...	0 17 3	...	945 14 10	...
2/2	...	...	...	...	10 11 11	...	...	20 0 0	621 14 10	...
10	...	...	...	...	...	...	...	10 4 1	317 7 2	481 14 2
1/5	...	...	...	...	...	...	...	1 0 0	983 0 4	566 2 5
2/6	...	...	...	...	1 5 0	...	0 7 2	1 4 10	1,140 15 0	232 10 6
1/4	...	...	...	...	...	...	...	...	130 15 6	282 9 5
2/	...	...	...	...	24 10 5	...	...	48 15 7	2,658 16 7	450 1 1
1/8	...	...	...	...	...	...	1 3 2	6 17 0	1,161 17 6	94 4 11
2/	...	...	...	...	...	...	...	...	511 14 6	297 16 7
7	...	...	...	...	...	...	...	...	139 18 3	32 4 11
2/	...	...	...	...	...	...	...	...	358 4 6	702 4 6
1/	...	...	...	...	0 10 0	1 0 0	...	16 2 0	1,392 2 2	44 1 7
8	...	...	...	...	...	...	0 0 10	...	314 3 11	...
2/1	...	...	...	...	...	...	...	11 0 0	628 5 1	538 19 10
...	450 0 0	53 10 8	...	94 10 4	69 7 11	1 0 0	7 7 10	253 6 8	25,668 14 9	5,392 4 9
4½	...	...	...	...	...	...	...	...	289 6 1	80 2 9
4	...	26 10 10	...	...	...	...	...	...	1,063 6 6	94 16 8
8	...	16 8 8	...	...	35 14 0	...	...	...	1,483 6 1	...
5	...	...	...	...	...	...	...	0 5 0	557 1 8	...
8 1/16	350 0 0	15 10 0	...	...	...	...	...	...	1,000 2 6	...
6	...	...	...	...	...	...	0 10 2	1 12 6	828 6 2	...
7	...	...	...	...	...	...	...	...	480 7 9	4 2 1
6½	...	...	...	...	...	...	...	...	612 19 1	6 5 5
7	...	...	...	13 9 2	...	...	2 19 8	...	2,943 17 11	...
5½	...	...	...	...	...	...	...	...	790 12 3	80 11 8
5½	...	4 16 3	...	...	...	...	...	...	195 11 2	...
6½	...	3 13 0	...	...	...	...	...	...	409 17 8	10 3 7
6½	...	...	...	...	...	...	...	...	396 16 4	38 14 11

* Dick Bequest, £36, 15s. 2d.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
KINCARDINE—*contd*							
Laurencekirk	58 7 2	208 3 8	302 10 0	...	...	2 7 3	233 1 11
Maryculter	...	67 19 4	101 10 0	...	...	...	180 17 9
Marykirk	29 15 4	129 7 3	176 18 0	...	...	3 0 0	301 0 0
Nigg	66 0 1	266 13 1	393 18 6	...	...	5 1 6	500 0 0
St. Cyrus	58 1 3	137 9 9	152 2 6	...	...	...	150 0 0
Strachan	...	67 12 4	92 18 6	...	...	...	161 14 10
Total of Kincardine	721 8 2	2,769 1 9	4,943 5 1	...	32 8 6	19 8 4	5,941 0 1
KINROSS.							
Cleish	44 7 9	40 3 6	79 8 0	...	...	...	46 0 0
Fossoway and Tullibole	...	56 2 11	105 2 0	...	...	...	160 0 0
Kinross	46 6 10	203 17 11	248 11 6	...	...	4 16 0	225 0 0
Orwell	...	59 3 9	73 13 0	...	...	...	204 16 5
Portmoak	...	56 14 4	88 0 6	...	...	...	160 0 0
Total of Kinross	90 13 10	416 6 8	594 15 0	...	...	4 16 0	795 16 5
KIRKCUDBRIGHT.							
Anwoth	21 8 9	54 0 5	197 13 6	...	...	...	95 0 0
Balmaclellan	147 1 10	8 18 1	125 14 4	...	...	...	151 1 1
Balmaghie	41 14 6	55 0 2	73 16 0	...	...	...	260 0 0
Bargrennan	2 16 8	18 16 4	61 7 6	...	...	...	100 19 8
Borgue	...	68 8 4	203 1 6	...	...	...	230 0 0
Buittle	27 17 6	57 12 1	127 12 2	...	...	...	195 0 0
Carsphairn	138 10 0	34 11 3	80 7 6	...	...	...	43 18 10
Colvend	...	59 5 0	169 15 0	...	...	...	350 4 7
Corsock	...	31 4 4	72 5 0	...	...	...	115 2 5
Crossmichael	...	83 8 3	182 8 6	...	...	6 1 2	360 0 0
Dalry	...	32 11 7	187 17 7	...	...	...	333 17 8
Girthon	9 0 3	37 6 1	106 8 6	...	...	...	210 0 0
Irongray	...	42 8 2	111 5 0	...	...	...	172 0 0
Kells	7 14 8	46 12 10	130 11 3	...	...	...	189 17 9
Kelton	...	431 18 1	481 2 6	...	...	8 9 5	550 0 0
Kirkbean	...	41 2 5	100 16 8	...	...	...	178 2 8
Kirkcudbright (including B.)	...	333 15 6	186 6 6	...	...	...	450 0 0
Kirkgunzeon	...	30 5 0	110 5 6	...	...	...	132 18 6
Kirkmabreck	...	115 16 4	166 6 10	...	...	...	140 0 0
Kirkpatrick-Durham	...	47 18 7	133 9 0	...	...	...	209 13 2
Lochrutton	124 9 9	29 0 0	56 8 6	...	...	...	90 12 10
Minnigaff	...	69 17 4	148 4 0	...	...	...	250 0 0
New Abbey	...	78 3 9	86 9 11	...	...	...	326 5 6
Parton	17 10 8	21 17 6	57 1 0	...	...	...	90 0 10
Rerrick	...	104 18 1	242 14 0	...	...	2 1 9	380 0 0
Terregles	...	24 15 8	53 15 6	...	...	...	116 0 0
Tongland	...	30 9 6	51 16 0	...	...	...	125 0 0
Troqueer	116 1 1	327 4 8	586 15 0	...	...	...	750 0 0
Twynholm	45 8 9	43 9 10	81 15 6	...	...	...	241 1 0
Urr	91 0 5	289 19 10	560 9 6	...	...	6 18 6	530 0 0
Total of Kirkcudbright	790 9 10	2,650 15 0	4,933 19 3	..	...	23 10 10	7,366 16 6

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886
d.	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*
5	...	3 6 8	...	144 5 1	...	...	...	6 5 10	958 7 7	41 6 8
6	...	...	...	...	...	...	...	...	350 7 1	28 2 4
6½	...	...	...	...	...	...	0 9 6	...	640 10 1	...
7½	...	7 14 8	...	...	...	...	0 1 5	0 15 8	1,240 4 11	...
2½	...	...	...	...	...	...	0 4 8	...	497 18 2	...
7	...	...	...	...	...	...	0 4 4	...	322 10 0	1 16 11
...	350 0 0	78 0 1	...	157 14 3	35 14 0	...	4 9 9	8 19 0	15,061 9 0	316 3 0
2	...	...	...	...	...	...	0 2 11	...	210 1 5	...
4	...	15 0 0	...	17 4 8	...	...	...	8 0 0	356 9 7	24 2 0
3	...	...	...	...	...	...	...	16 19 3	745 11 6	...
2½	...	...	...	...	...	...	...	2 0 0	339 17 5	120 2 3
4	...	...	...	...	...	...	...	1 18 4	306 13 2	...
...	...	15 0 0	...	17 4 8	...	...	0 2 11	28 17 7	1,958 13 1	144 4 3
6	...	24 10 6	...	62 8 2	...	...	0 7 4	...	455 8 8	...
3	...	80 0 0	...	...	...	...	2 3 3	...	514 18 7	...
5	...	5 0 0	...	...	...	...	...	...	435 10 8	...
3½	...	21 5 4	...	...	...	...	0 2 4	...	205 7 10	...
4½	...	339 15 4	...	...	...	...	0 8 3	...	841 13 5	139 17 2
3	...	1 6 8	...	...	...	...	0 5 3	...	409 13 8	14 13 1
3	...	27 0 8	...	...	...	...	1 5 0	...	325 13 3	...
7	...	...	...	...	...	...	...	...	579 4 7	37 6 10
4	...	...	...	...	...	...	...	15 0 0	233 11 9	23 8 3
6	...	...	11 14 10	...	...	...	...	...	643 12 9	103 11 6
6½	...	...	...	24 2 6	...	...	...	...	578 9 4	48 3 3
6	...	...	...	...	...	...	...	...	362 14 10	...
3½	...	0 8 0	...	...	...	...	0 1 4	...	326 3 6	12 9 1
4	...	23 11 9	...	...	8 7 9	...	1 13 6	54 9 9	462 19 3	...
6	...	...	...	...	...	...	...	...	1,471 10 0	18 14 1
4½	508 0 0	44 7 8	...	...	...	...	0 5 11	...	872 15 4	...
6	...	36 10 10	...	...	...	...	...	*205 0 0	1,311 12 10	...
3	...	...	...	...	...	...	...	...	273 9 0	19 17 5
7	585 0 0	...	...	...	...	...	0 0 8	27 15 0	1,034 18 10	253 5 5
6	900 0 0	10 9 2	...	...	...	...	0 1 0	2 0 0	1,303 10 11	39 14 11
2	...	...	...	...	...	...	0 5 1	...	300 16 2	...
4½	...	...	4 0 8	...	...	...	...	...	472 2 0	80 0 6
9	...	...	7 17 8	...	...	...	...	...	498 16 10	100 8 2
3	...	...	...	...	...	...	...	...	186 10 0	1 15 5
4½	...	...	...	...	5 4 9	...	...	...	734 18 7	38 19 8
4	...	...	...	...	...	...	0 3 3	...	194 14 5	...
2	...	...	...	...	...	...	0 1 8	...	207 7 2	...
6	...	2 8 4	...	...	...	...	0 15 0	1 6 4	1,784 10 5	136 12 1
7½	...	...	...	...	...	...	0 3 9	...	411 13 10	...
5	...	8 0 0	...	25 10 4	33 15 1	...	...	0 10 0	1,546 3 8	...
...	1,993 0 0	624 14 3	23 13 2	112 1 0	47 7 7	...	8 2 7	306 1 1	18,880 11 1	1,068 16 10

* From Town Council.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	5 Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK.							
Airdrie (B.)	145 15 7	1,237 7 9	1,467 9 2	...	212 18 10	44 5 9	1,000 0 0
Avondale	...	299 11 8	653 11 3	...	...	...	750 0 0
Biggar	...	164 15 8	295 1 0	...	...	...	350 0 0
Blantyre	...	663 5 8	1,413 2 6	...	...	44 1 4	850 0 0
Bothwell	...	1,442 14 9	2,764 9 4	...	...	6 0 0	2,125 8 2
Cadder	...	420 2 5	714 2 1	...	...	4 17 7	1,650 0 0
Calderhead	...	228 1 5	274 15 6	...	...	5 4 1	496 12 10
Cambuslang	...	817 12 11	1,285 3 0	...	...	21 8 11	1,480 0 0
Cambusnethan	...	1,706 6 6	1,858 1 6	...	...	43 2 1	1,400 0 0
Carluke	...	814 5 10	1,006 7 6	...	...	...	1,000 0 0
Carmichael	0 19 3	28 2 8	93 7 0	...	...	...	99 10 0
Carmunnock	...	76 12 3	171 7 5	...	...	4 6 10	254 16 8
Carnwath	...	554 5 6	325 1 0	...	...	4 11 6	900 0 0
Carstairs	...	83 14 6	150 13 6	...	...	2 19 0	151 3 3
Clarkston	...	611 15 2	887 15 6	...	...	15 4 2	641 12 8
Covington and Thankerton	9 16 8	38 1 5	68 9 0	...	...	...	104 4 11
Crawford	408 15 6	54 19 4	131 17 6	...	...	...	215 19 8
Crawfordjohn	20 4 1	33 3 0	82 16 6	...	...	...	215 12 4
Culter	48 0 3	37 11 11	59 5 0	...	...	...	78 0 0
Dalserf	...	288 19 7	437 4 10	...	...	14 7 2	382 11 7
Dalziel	...	765 10 7	923 8 0	...	...	7 0 9	1,150 0 0
Dolphinton	4 0 8	27 2 8	51 18 0	...	...	...	98 10 10
Douglas	302 19 9	241 6 6	353 5 10	...	...	6 0 6	400 0 0
Dunsyre	22 0 1	15 15 9	37 19 0	...	...	...	60 0 0
East Kilbride	291 6 5	184 3 4	...	...	...	5 19 0	400 0 0
Glasgow (B.)	2,959 8 5	37,858 14 10	47,339 18 5	...	...	1,231 11 0	61,402 6 0
Glassford	29 3 9	86 13 8	168 13 5	...	...	...	245 0 0
Govan	255 18 2	12,268 16 0	12,535 15 11	...	...	221 8 5	14,000 0 0
Hamilton (B.)	...	800 10 3	733 6 3	...	...	...	900 0 0
Hamilton (L.)	...	1,467 11 0	1,812 2 10	...	...	42 16 5	2,200 0 0
Lanark (B.)	...	519 8 1	377 5 0	...	...	11 13 6	470 0 0
Lanark (L.)	...	70 1 1	95 1 6	...	...	...	450 0 0
Larkhall	...	920 6 4	1,059 13 1	...	136 2 9	...	490 1 11
Leadhills	...	78 10 2	145 17 0	...	14 9 5	...	95 13 4
Lesmahagow	967 12 11	716 9 5	1,288 12 1	...	...	...	2,000 0 0
Libberton	9 19 6	40 10 6	87 11 0	...	...	...	120 0 0
Maryhill	...	1,003 18 6	1,314 6 0	...	...	17 16 10	2,549 17 0
New Monkland	527 4 7	519 10 5	822 15 0	...	...	2 16 3	1,000 0 0
Old Monkland	363 2 1	1,568 5 6	1,854 17 6	...	...	40 0 8	2,345 12 11
Pettinain	23 7 4	34 2 11	50 14 0	...	...	...	65 0 0
Ruthergien (including B.)	113 3 2	931 6 9	1,022 1 6	...	...	...	773 19 10
Shettleston	159 18 4	438 19 3	836 9 6	...	...	...	1,491 5 11
Shotts	...	439 17 2	510 18 8	...	...	7 19 0	1,000 0 0
Springburn	...	438 11 0	501 7 0	...	...	18 2 6	441 14 5
Stonehouse	...	298 15 9	471 5 6	...	50 5 3	14 19 0	227 18 0
Symington	37 2 1	51 10 2	79 2 0	...	...	...	110 0 0
Walston	5 3 7	18 16 8	28 5 0	...	...	...	67 10 11
Wandell and Lamington	...	7 10 2	22 1 6	...	...	...	120 0 0
Wiston and Roberton	65 1 1	30 19 2	64 7 6	...	...	...	235 0 0
Total of Lanark	6,765 3 3	71,440 3 6	88,678 17 8	...	413 16 3	1,838 11 9	109,065 3 2

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
8½	1,114 0 0	...	...	...	...	1 17 6	0 19 3	...	5,224 13 10	...
5	500 0 0	...	...	...	...	...	...	17 9 5	2,220 12 4	100 3 8
7	...	68 13 7	...	...	...	...	...	...	878 10 3	99 13 6
6	...	...	...	...	102 9 2	1 0 0	...	0 17 6	3,094 16 2	169 10 10
4	5,000 0 0	...	...	...	...	...	...	0 14 0	11,349 6 3	2,910 3 6
11	...	...	...	...	...	...	...	...	2,789 2 1	...
7	...	...	...	...	...	...	...	1 4 0	1,005 17 10	807 10 2
5½	1,141 0 0	...	...	...	56 5 10	1 15 0	...	*78 8 1	4,831 13 9	798 0 11
6½	...	...	...	...	0 17 2	...	...	6 3 0	5,014 10 3	1,750 11 6
5½	...	...	...	...	12 10 10	...	0 5 7	5 11 9	2,839 1 6	671 13 3
2½	...	...	...	...	...	...	...	...	221 18 11	9 8 4
4½	...	...	...	...	...	0 10 0	...	...	507 13 2	...
6	...	...	...	...	46 17 8	...	...	†89 0 0	1,919 15 2	358 9 10
2½	...	...	...	...	...	...	...	...	388 10 3	25 13 7
5	...	...	...	10 19 11	51 8 4	0 15 0	0 16 6	21 18 5	2,242 5 8	185 3 4
5	...	...	...	...	...	...	0 5 4	1 9 1	222 8 5	...
3	...	...	...	...	...	...	5 15 3	...	812 7 3	...
5	...	...	...	...	...	...	...	...	351 15 11	168 18 0
2	...	...	...	...	...	...	0 2 9	...	222 19 11	...
6	...	...	...	...	46 15 11	...	...	2 5 0	1,167 4 1	...
5½	3,500 0 0	...	...	...	...	...	...	10 6 0	6,356 5 4	...
7½	...	18 6 6	...	11 7 9	...	...	0 4 3	...	211 10 8	...
4	...	...	...	6 6 0	...	...	6 3 11	3 12 0	1,319 14 6	...
1½	...	...	...	...	2 0 8	...	...	0 12 3	138 7 9	...
3	...	...	...	...	21 4 10	...	1 2 10	1 0 6	904 16 11	44 11 5
6	78,735 0 0	41 8 9	...	...	807 17 4	14 10 0	...	‡1,138 0 8	231,506 15 5	...
6½	50 0 0	...	...	...	...	...	0 7 8	0 4 6	580 2 7	...
6	35,100 0 0	40 0 0	...	...	1,064 7 0	12 9 0	...	§1,443 9 0	76,942 3 6	...
4½	...	...	...	...	...	...	...	...	2,433 16 6	2,803 2 2
5	...	...	...	...	...	...	...	‖519 15 6	6,042 5 9	758 7 7
9	...	100 0 0	...	...	...	...	...	¶245 0 0	1,723 6 7	...
5	...	...	...	...	...	...	...	...	615 2 7	31 15 7
6	...	...	...	...	119 11 5	...	2 15 7	8 1 0	2,736 12 1	221 12 2
6	165 0 0	...	...	...	...	...	...	0 10 0	499 19 11	60 4 6
8	...	...	...	...	...	...	...	...	4,972 14 5	...
3½	...	...	...	...	...	...	0 0 9	...	258 1 9	...
7½	...	...	...	...	16 10 10	...	0 6 1	**303 13 9	5,206 9 0	416 14 8
5	...	...	...	...	...	...	4 15 5	15 6 7	2,892 8 3	...
4	...	...	...	...	138 2 7	14 17 6	3 15 7	61 0 11	6,389 15 3	...
4	...	0 12 7	...	...	3 10 9	...	...	2 11 11	179 19 6	...
3½	2,000 0 0	...	...	...	...	...	...	††136 15 4	4,977 6 7	...
1/	...	6 1 4	...	...	95 4 1	...	0 3 9	2 5 0	3,030 7 2	832 13 10
5	...	...	...	...	41 14 1	...	...	20 8 2	2,020 17 1	1,001 0 6
6½	2,500 0 0	...	...	...	...	...	4 11 5	0 2 2	3,904 8 6	451 0 4
5	...	...	...	37 13 0	33 7 2	...	...	...	1,134 3 8	57 17 5
5½	...	...	...	...	...	...	0 9 6	...	278 3 9	...
5	...	...	...	...	...	...	...	...	119 16 2	0 13 5
4½	...	...	...	...	...	...	...	...	149 11 8	...
7	...	...	...	...	...	...	1 9 7	...	396 17 4	...
...	129,805 0 0	275 2 9	...	66 6 8	2,660 15 8	47 14 0	34 11 0	4,137 15 6	415,229 1 2	14,734 19 0

* Rents, £48.
† Rents.
‡ Rents, £333, 6s. Compensation, £774, 17s. 3d.
§ Rents, £35, 10s. 6d. Piano, Dancing and Science Classes, £1397, 7s.
‖ From Insurance Co., £500.
¶ Price of school sold, £205. From Town Council, £40.
** From Maryhill Kirk Session, £295.
†† From Town Council, £60. Feu-duties, &c., £76, 15s. 4d.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LINLITHGOW.							
Abercorn	3 16 7	77 18 0	85 2 6	...	...	...	256 18 8
Bathgate (B.)	139 10 7	*...	...	...	...	...	200 0 0
Bathgate (L.)	...	389 12 10	533 18 9	...	...	13 19 2	450 0 0
Borrowstounness	...	572 11 8	800 8 1	...	...	9 7 4	659 0 0
Carriden	...	185 16 9	283 13 7	...	...	6 8 1	200 0 0
Dalmeny (including B. of Queensferry)	156 9 2	263 4 5	321 7 0	...	...	7 3 10	430 11 8
Ecclesmachen	...	56 11 10	113 14 0	...	...	...	133 17 8
Kirkliston	6 6 8	244 11 7	352 13 6	...	...	...	473 5 7
Linlithgow (B.)	138 17 0	271 3 8	343 19 0	...	...	...	150 0 0
Linlithgow (L.)	70 14 11	234 18 8	348 14 0	...	...	...	200 0 0
Livingstone	7 15 3	98 9 9	160 4 0	...	...	...	260 0 0
Torphichen	...	156 2 7	270 5 0	...	...	...	550 0 0
Uphall	127 1 3	790 19 7	792 12 6	...	...	...	198 4 10
Whitburn	627 11 4	288 9 0	383 15 4	...	...	...	467 19 2
Total of Linlithgow	1,278 2 9	3,630 10 4	4,790 2 3	...	...	36 18 5	4,620 17 7
NAIRN.							
Ardclach	22 9 2	21 0 2	76 10 0	...	...	...	194 11 2
Auldearn	...	33 8 7	133 7 0	...	...	...	214 7 3
Cawdor	...	81 13 7	181 15 6	...	...	...	251 19 7
Nairn (B.)	...	171 11 4	540 15 0	...	100 5 0	3 0 10	300 4 2
Nairn (L.)	...	39 8 7	105 11 0	...	...	...	246 2 11
Total of Nairn	22 9 2	347 2 3	1,037 18 6	...	100 5 0	3 0 10	1,207 5 1
ORKNEY.							
Birsay and Harray	62 6 8	84 8 3	238 4 5	...	47 10 1	3 10 6	196 0 0
Cross and Burness and North Ronaldshay	...	101 5 9	308 8 0	...	...	1 14 4	143 16 9
Evie and Rendall	...	37 3 9	114 13 8	...	...	...	100 0 0
Firth and Stennis	3 5 5	50 2 6	143 17 5	...	17 18 11	...	104 16 10
Holm	19 12 10	51 13 2	95 1 3	...	1 1 5	1 14 0	100 0 0
Hoy and Graemsay	132 9 3	30 14 6	76 12 6	...	...	...	14 12 1
Kirkwall (B.)	...	309 8 10	446 12 0	...	...	...	538 0 0
Kirkwall (L.) and St. Ola	...	11 0 9	28 1 0	...	...	...	160 0 0
Lady	...	†...	...	...	...	...	50 0 0
Orphir	...	48 6 8	99 2 4	...	...	...	51 10 7
Rousay and Egilshay	...	74 18 8	170 18 6	...	...	...	370 0 0
St. Andrews and Deerness	...	94 9 2	161 6 7	...	32 12 1	...	106 0 0
Sandwick	...	34 18 1	80 19 1	...	5 19 2	...	196 12 4
Shapinshay	...	45 14 3	118 17 0	...	...	...	115 7 0
South Ronaldshay and Burray	...	102 19 1	310 19 0	...	73 1 9	...	180 0 0
Stromness	...	192 16 1	309 8 11	...	76 14 11	6 8 0	121 11 7
Stronsay and Eday	...	75 15 3	196 19 6	...	4 0 9	...	383 0 9
Walls and Flotta	...	70 4 4	180 18 6	...	19 10 0	...	81 0 0
Westray and Papa Westray	...	115 2 6	242 13 0	...	111 7 3	...	203 8 11
Total of Orkney	217 14 2	1,531 1 7	3,323 12 8	...	389 16 4	13 6 10	3,127 16 10
PEEBLES.							
Broughton, Glenholm and Kilbucho	6 7 0	51 9 2	96 8 2	...	...	...	189 3 11
Drumelzier	...	16 12 8	50 13 0	...	...	...	73 17 2
Eddlestone	...	56 0 3	69 9 2	...	...	...	160 2 3
Innerleithen	26 15 3	345 12 1	301 6 4	...	...	2 18 6	515 0 0

* No school under the Board.

† Entered in Cross and Burness Account.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
6½	...	...	...	...	...	...	...	2 3 2	425 18 11	...
5	...	...	...	...	...	...	...	...	339 10 7	...
3½	...	...	...	...	...	...	...	39 10 6	1,426 16 3	98 14 2
6¾	...	...	...	...	47 18 1	...	...	1 10 0	2,061 15 2	558 2 1
5¾	...	...	...	...	25 9 9	...	...	8 4 3	709 12 5	340 0 4
5	...	44 4 6	...	...	...	...	...	...	1,223 0 7	293 0 4
7	...	...	...	...	...	...	...	...	304 3 6	84 14 6
4½	1,100 0 0	...	...	...	...	...	...	2 18 10	2,179 16 2	...
4	...	...	...	21 8 4	...	...	0 12 3	...	926 0 3	...
2½	...	...	...	41 8 9	...	...	1 9 8	...	897 6 0	48 12 1
5	...	...	...	...	...	...	0 5 0	...	526 14 0	...
9	...	...	...	...	...	...	...	13 4 0	989 11 7	532 18 8
1	...	...	...	...	...	...	3 10 0	...	1,912 8 2	...
6	...	...	...	...	...	...	...	9 0 0	1,776 14 10	21 2 1
...	1,100 0 0	44 4 6	...	62 17 1	73 7 10	...	5 16 11	76 10 9	15,719 8 5	1,977 4 3
8	...	...	...	...	...	...	0 8 0	...	314 18 6	...
6	...	5 0 0	...	...	...	...	...	...	386 2 10	220 7 9
1/1	...	...	...	...	...	...	0 12 4	...	516 1 0	11 6 3
8	...	...	...	...	...	...	...	...	1,115 16 4	664 9 9
11¾	...	...	...	...	...	...	0 7 0	...	391 9 6	9 4 7
...	...	5 0 0	...	...	...	...	1 7 4	...	2,724 8 2	905 8 4
1/	...	...	...	7 11 3	...	...	2 5 6	...	643 16 8	...
1/	...	...	...	...	...	...	...	70 0 0	625 4 10	658 12 7
8	...	...	...	...	...	...	0 4 4	6 15 0	258 19 9	80 17 5
10	...	...	...	...	...	...	...	2 0 0	322 1 1	4 17 6
8½	...	...	...	...	...	...	0 1 0	...	269 3 8	...
4	...	...	...	...	...	...	2 11 4	6 9 11	263 9 7	...
*...	...	11 13 8	...	34 13 5	...	...	...	3 0 0	1,343 7 11	948 11 4
*...	...	...	...	...	...	...	0 12 2	0 6 11	200 0 10	...
10	...	...	...	...	...	...	...	...	50 0 0	272 5 10
5	...	...	...	...	...	...	...	...	198 19 7	39 1 2
2/5	...	24 3 8	...	...	...	...	...	1 0 0	641 0 10	40 8 0
6	...	...	24 3 4	...	...	...	...	...	418 11 2	102 17 0
10	...	...	...	...	...	...	0 4 6	...	228 13 2	8 18 9
1/	...	...	...	...	...	...	...	...	279 18 3	12 1 11
9	...	...	50 0 0	...	...	...	0 8 0	5 0 0	722 7 10	136 5 1
8	...	...	...	...	...	...	...	1 10 0	708 9 6	214 16 2
1/	...	...	...	...	...	...	...	†40 0 0	699 16 3	473 9 3
7	...	...	...	...	...	...	...	2 18 8	354 11 6	11 4 5
1/	...	...	...	...	...	...	...	10 12 6	683 4 2	420 1 2
...	...	35 17 4	74 3 4	42 4 8	...	...	6 6 10	149 16 0	8,911 16 7	3,494 7 7
5½	...	...	...	...	...	...	...	25 0 0	368 8 3	...
4½	...	0 11 6	...	...	...	...	...	...	141 14 4	15 5 9
3½	...	...	...	...	...	...	0 3 0	...	285 14 8	41 10 11
7	...	...	...	...	...	...	...	1 6 0	1,192 18 2	3 10 9

* Classification. † Grant from Airy Trust.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PEEBLES—*contd.*							
Kirkurd	13 19 1	26 18 4	48 10 8	...	...	...	45 9 1
Lyne and Megget	38 16 5	29 17 5	81 6 0	...	...	...	79 8 4
Manor	12 13 3	94 10 0	51 12 0	...	...	...	63 17 0
Newlands	...	58 2 11	120 19 1	...	...	...	240 0 0
Peebles (including B.)	...	325 8 5	409 16 0	...	...	...	550 0 0
Skirling	7 18 7	19 8 6	42 7 0	...	...	...	60 18 0
Stobo	40 15 9	32 12 8	47 3 6	...	...	...	75 11 2
Traquair	19 18 0	49 16 2	59 6 0	...	...	...	166 14 7
Tweedsmuir	14 9 7	15 0 3	...	...	...	...	140 4 9
West Linton	0 15 0	23 7 1	40 0 1	...	...	...	150 0 0
Total of Peebles	182 2 11	1,074 15 11	1,418 17 0	...	...	2 18 6	2,510 6 3
PERTH.							
Aberdalgie	59 3 10	22 11 7	53 18 0	...	...	...	124 17 11
Aberfoyle	220 2 7	26 18 5	85 17 0	...	...	...	128 14 7
Abernethy	86 4 3	95 7 5	179 5 6	...	...	...	178 7 5
Abernyte	...	27 10 0	63 4 6	...	...	...	84 5 9
Alyth	...	90 16 8	236 17 0	...	...	...	547 6 10
Amulree	...	12 10 1	81 17 4	...	...	...	235 5 9
Ardoch	...	69 11 0	106 6 0	...	...	...	181 15 3
Auchterarder	23 17 8	187 12 4	263 15 6	...	...	...	384 5 10
Auchtergaven	...	76 17 7	167 16 6	...	...	3 11 0	375 0 0
Balquhidder	8 19 4	17 13 10	129 6 6	...	...	...	157 14 8
Bendochy	14 8 10	17 11 3	63 19 0	...	...	...	185 17 6
Blackford	28 10 5	71 4 6	150 5 0	...	...	...	259 2 0
Blair-Athol	261 2 5	105 18 9	278 0 8	...	...	...	487 1 7
Blairgowrie	...	346 15 10	522 8 0	...	...	8 18 0	700 0 0
Blairingone	4 0 4	29 18 8	39 4 0	...	...	...	59 19 2
Callander	...	35 3 6	46 19 4	...	...	...	293 11 10
Caputh	208 15 1	57 2 5	81 13 0	...	...	...	200 15 6
Cargill	...	73 18 3	123 15 0	...	...	...	330 0 0
Clunie	38 6 11	41 5 10	82 12 6	...	...	...	130 0 0
Collace	3 14 10	41 1 10	57 0 0	...	...	...	95 10 11
Comrie	34 5 2	88 18 0	220 2 6	...	...	...	317 4 4
Crieff	84 3 9	119 9 11	252 10 6	...	...	...	329 5 4
Culross (including B.)	77 0 11	74 17 6	97 0 0	...	...	...	130 0 0
Dron	8 18 7	20 2 0	35 15 0	...	...	...	48 9 0
Dull	71 19 1	61 19 10	109 16 1	...	...	...	260 0 0
Dunbarney	41 4 3	78 15 4	104 4 0	...	...	...	232 4 10
Dunblane	...	210 0 7	379 11 6	...	...	...	420 0 0
Dunkeld and Dowally	7 18 8	19 8 0	40 5 0	...	...	...	82 5 6
Dunning	89 13 2	99 19 0	188 9 6	...	...	...	180 0 0
Errol	43 3 2	92 8 6	176 1 0	...	...	...	331 1 9
Findo-Gask	6 13 6	26 8 2	65 10 0	...	...	...	87 14 8
Forgandenny	...	53 16 11	117 6 0	...	...	...	184 12 11
Forteviot	21 10 10	23 2 7	58 1 0	...	...	3 16 2	119 12 2
Fortingall	...	43 3 3	83 17 0	...	...	...	141 3 4
Fowlis, Easter	...	23 0 6	51 9 0	...	...	...	50 0 0
Fowlis, Wester	...	41 6 1	102 15 6	...	...	...	238 1 9
Gartmore	32 17 1	32 14 3	50 8 0	...	...	...	174 2 4
Glendevon	16 3 11	5 16 5	24 14 0	...	...	...	121 2 6
Inchture	...	44 0 6	102 12 0	...	...	...	234 2 2
Innerwick (Glenlyon)	51 12 0	16 4 4	42 14 0	...	...	...	94 18 0
Kenmore	211 1 6	101 2 0	148 0 0	...	...	...	340 0 0

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
3½	...	...	...	...	...	...	...	...	134 17 2	...
4	260 0 0	0 17 5	...	...	...	...	0 17 0	...	491 2 7	...
3	...	...	...	...	...	...	...	1 0 0	153 12 3	...
6	...	...	...	...	...	...	0 0 9	...	419 2 9	26 2 11
8	...	...	...	...	...	...	0 17 9	1 1 0	1,287 8 2	1,040 18 1
5	...	...	...	...	...	...	...	...	130 7 1	...
2½	...	...	...	...	...	...	0 7 10	...	196 10 11	...
5	...	...	...	...	...	...	...	...	295 14 9	...
4½	...	...	...	...	...	...	...	...	169 14 7	...
2½	...	...	...	...	...	...	0 5 7	...	214 7 9	22 19 1
...	260 0 0	1 8 11	...	...	...	...	2 11 11	28 7 0	5,461 8 5	1,150 7 6
6½	...	...	...	...	...	...	0 6 9	...	250 18 1	...
2	...	...	...	...	...	...	0 11 0	...	462 3 7	...
3½	...	5 14 4	...	...	...	2 5 0	...	0 4 3	547 8 2	...
7	...	...	...	14 0 0	...	...	...	2 0 0	191 0 3	...
6½	...	...	...	...	...	...	...	20 8 6	895 9 0	122 12 7
5	...	...	...	...	...	...	0 0 10	0 3 0	329 17 0	10 14 6
3	...	...	2 4 0	...	...	...	...	4 15 0	364 11 3	40 6 10
5	...	...	...	...	...	...	...	17 4 6	876 15 10	...
7	...	...	...	0 14 0	...	...	...	...	623 19 1	137 11 7
4	...	...	...	...	...	...	0 6 11	...	314 1 3	...
2½	...	...	...	...	4 7 6	...	0 5 0	...	286 9 1	...
3½	...	...	...	...	...	...	0 7 5	3 10 6	512 19 10	...
5	...	...	...	...	...	...	0 18 4	5 14 0	1,138 15 9	...
7	...	26 7 2	...	...	11 1 4	...	3 10 11	*368 13 4	1,987 14 7	...
4	...	...	...	...	...	...	...	...	133 2 2	30 16 1
4	...	...	...	...	...	...	...	...	375 14 8	30 15 9
3½	...	...	...	...	...	...	2 10 7	...	550 6 7	...
5½	...	...	...	...	...	...	0 4 1	...	527 17 4	195 17 0
4½	350 0 0	...	...	...	...	...	1 1 1	0 5 6	643 11 10	...
7	...	...	...	3 1 5	...	...	0 5 6	0 3 0	200 17 6	...
4½	...	...	...	...	...	...	...	16 0 0	676 10 0	...
3	...	...	...	...	...	0 15 0	0 6 9	10 11 0	797 2 3	...
4	...	10 10 0	...	...	...	...	0 4 7	17 9 4	407 2 4	...
3	...	...	...	...	...	...	...	...	113 4 7	7 4 8
4½	...	...	...	...	...	...	...	32 0 0	585 15 0	...
6	...	1 9 8	...	...	...	...	...	1 10 6	459 3 7	...
5½	...	...	4 8 9	...	...	...	1 0 5	1 12 6	1,018 13 9	...
6	...	...	...	...	...	...	...	20 0 0	169 17 2	1 1 4
3	...	...	...	...	...	...	0 4 3	...	558 5 11	...
3½	...	...	...	2 10 0	...	...	0 5 0	0 5 0	645 14 5	...
4	...	...	...	...	...	...	...	...	186 6 4	...
5½	...	...	...	10 0 0	...	...	...	...	365 15 10	...
4	...	...	...	...	...	...	...	...	226 2 9	...
7	...	...	...	...	...	...	0 6 1	8 0 0	276 9 8	10 3 4
7	...	...	...	...	...	...	...	...	124 9 6	33 13 0
5½	...	...	...	10 0 0	...	...	...	...	392 3 4	...
4	...	...	...	...	...	...	0 4 5	...	290 6 1	115 1 5
6½	...	5 0 0	...	...	...	...	0 4 10	...	173 1 8	...
6½	...	10 10 2	...	...	...	...	...	0 17 6	392 2 4	118 0 6
4	...	...	...	...	...	...	0 10 7	...	206 18 11	...
9	...	...	...	...	...	...	1 1 6	...	801 5 0	...

* Price of school sold.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department.			Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
			(a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PERTH—*contd.*							
Killin	...	92 1 6	264 4 6	...	...	...	401 15 11
Kilmadock	43 5 11	239 19 5	164 15 10	...	...	...	375 0 0
Kilspindie	3 6 1	28 4 10	78 4 6	...	...	...	162 19 2
Kincardine	...	110 8 1	160 16 6	...	...	...	213 6 0
Kinclaven	39 5 11	19 10 0	50 3 0	...	...	...	290 0 0
Kinfauns	16 14 2	17 17 4	27 0 0	...	...	...	131 0 4
Kinloch Rannoch	...	35 0 9	122 1 11	...	...	...	163 15 2
Kinnaird	...	26 17 0	54 11 0	...	...	...	104 19 4
Kinnoull	106 17 1	61 6 9	92 19 0	...	...	3 7 9	250 0 0
Kirkmichael	...	55 11 7	160 11 3	...	...	...	281 10 1
Lethendy and Kinloch	...	20 12 8	65 8 6	...	...	...	104 13 1
Little Dunkeld	15 9 6	141 2 10	236 14 0	...	...	2 15 2	456 19 4
Logie (excluding Stirling)	...	297 10 11	328 16 0	...	...	...	607 0 0
Logiealmond	...	30 6 7	58 6 6	...	...	...	116 13 8
Logierait	...	191 3 5	286 7 6	...	...	...	305 1 8
Longforgan	...	184 6 9	252 9 6	...	...	2 18 6	440 0 0
Madderty	8 2 9	37 15 0	69 6 6	...	...	...	163 14 2
Meigle	...	129 0 5	196 6 0	...	...	...	275 4 11
Methven	22 0 4	63 16 3	135 12 0	...	...	...	191 19 6
Moneydie	1 8 7	30 11 7	73 15 0	...	...	...	77 6 0
Monzie	45 12 4	53 15 10	52 11 0	...	...	...	121 7 0
Monzievaird and Strowan	...	41 17 1	64 2 6	...	...	...	204 5 3
Moulin	...	104 9 10	279 7 2	...	...	7 15 6	423 12 2
Muckhart	...	30 6 0	57 15 10	...	...	...	120 0 0
Muthill	...	67 19 4	180 14 2	...	...	...	252 14 9
Persie	77 17 11	36 17 2	113 9 6	...	...	...	140 6 3
Perth (B.)	...	1,662 5 2	2,174 5 10	...	...	50 0 4	2,395 12 0
Perth, East Parish (L.)	...	116 9 6	193 1 6	...	...	...	153 6 0
Port of Monteith	102 7 4	47 12 8	117 15 6	...	...	...	280 0 0
Rattray	88 8 7	148 7 3	325 10 6	...	...	...	175 0 0
Redgorton	...	64 9 2	97 15 6	...	...	...	294 16 1
Rhynd	...	31 0 0	67 16 0	...	...	...	137 0 0
St Madoes	7 8 1	37 18 9	74 9 0	...	...	...	205 0 0
St Martins	24 6 1	34 8 4	53 1 0	...	...	...	285 11 7
Scone	...	172 4 10	447 10 2	...	...	...	280 0 0
Tenandry	...	...	...	...	...	...	33 4 7
Tibbermore	29 7 2	79 14 1	132 7 6	...	...	3 8 6	205 0 0
Trinity-Gask	...	20 8 8	57 13 9	...	...	...	92 0 0
Trossachs	94 14 1	19 9 6	52 18 11	...	...	...	189 12 0
Tullialian	...	122 2 10	142 0 0	...	...	...	200 0 0
Weem	5 2 5	46 5 0	52 1 0	...	...	...	90 0 0
Total of Perth	2,487 6 5	7,475 8 1	12,878 17 3	...	...	86 10 11	20,636 19 1
RENFREW.							
Abbey, Paisley (L.)	...	886 8 0	1,620 15 6	...	...	69 2 0	1,700 0 0
Cathcart	200 3 7	1,330 16 10	1,309 12 6	...	...	26 9 11	1,600 0 0
Eaglesham	8 14 4	97 6 6	133 4 6	...	...	...	65 1 5
Eastwood	431 0 6	977 7 7	1,045 9 10	...	...	18 13 2	1,200 0 0
Erskine	...	85 15 0	144 13 0	...	...	1 9 10	680 0 0
Gourock	...	351 4 4	384 6 6	...	...	12 5 8	775 0 0
Greenock (B.)	...	3,631 5 10	5,643 14 0	...	...	68 5 2	7,009 0 0
Greenock, East Parish (L.)	...	111 9 10	298 6 6	...	...	5 5 6	390 15 3
Greenock, West Parish (L.)	3 7 10	...	...	...	...	...	60 0 0
Houston and Killellan	...	182 8 10	286 17 8	...	...	...	500 0 0

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
8	...	...	...	21 13 6	...	...	...	12 16 0	792 11 5	16 15 2
4	...	0 15 9	...	...	...	...	...	12 0 0	835 16 11	...
6	...	...	...	...	...	...	...	...	272 14 7	...
2½	...	...	...	46 15 8	...	...	...	40 10 0	571 16 3	...
6	...	...	...	...	...	...	...	...	396 18 11	61 11 5
3	...	...	...	...	...	...	0 3 1	...	192 14 11	3 14 6
2½	...	...	...	...	...	...	...	30 0 0	350 17 10	22 1 4
8½	...	32 13 2	...	14 0 0	...	...	...	...	233 0 6	...
5	...	...	...	172 0 10	...	...	...	2 12 5	689 3 10	...
5	...	...	...	19 17 7	...	...	...	...	517 10 6	109 1 4
4	...	...	...	...	...	...	...	2 0 0	192 14 3	100 19 9
6	...	...	...	51 3 6	...	...	...	...	904 4 4	2 16 6
4	...	...	...	...	...	...	...	...	1,233 6 11	306 5 1
4	...	...	...	...	...	...	...	...	205 6 9	4 19 0
4	...	...	...	74 13 2	...	...	...	24 9 2	881 14 11	...
6½	...	...	...	...	...	...	...	0 14 9	880 9 6	74 4 1
5	...	...	...	...	...	...	...	...	278 18 5	...
6	...	...	...	...	0 17 5	...	...	3 7 4	604 16 1	175 6 9
3½	...	...	...	...	...	...	...	...	413 8 1	...
5	...	...	...	...	...	...	...	1 11 0	184 12 2	...
5	...	...	...	...	...	...	...	...	273 6 2	...
6	...	76 0 0	...	...	...	...	...	2 0 0	388 4 10	...
6	.	13 0 8	...	.	...	...	...	9 9 0	824 13 8	164 6 6
5	...	...	...	...	...	...	...	...	221 2 6	55 4 5
4	...	...	...	...	...	...	...	7 0 0	506 8 3	166 7 2
4	...	...	...	...	...	...	...	...	368 10 10	...
5	...	...	...	54 0 3	...	...	...	31 17 11	6,368 1 11	356 1 9
3½	...	20 0 0	...	5 0 0	...	...	...	...	487 17 0	58 18 4
5½	...	...	...	...	...	...	0 15 11	...	548 11 5	...
3½	...	...	...	...	...	...	0 11 1	2 13 2	740 10 7	...
8	...	...	...	...	...	...	...	...	447 0 9	48 6 0
5	...	...	...	...	...	...	...	...	235 16 0	19 15 0
9	...	...	...	7 10 0	...	...	0 2 0	...	332 7 10	44 17 11
8	...	...	...	...	...	...	0 9 4	...	397 16 4	6 17 2
6	...	...	...	...	...	...	0 1 2	...	899 16 2	...
1	...	...	...	...	...	...	...	...	33 4 7	...
4	...	...	...	...	...	...	0 1 4	5 12 0	455 10 7	...
3½	...	...	...	...	...	...	0 1 2	...	170 3 7	...
*	...	...	...	...	...	...	0 5 10	...	357 0 4	...
6½	...	20 16 8	...	...	...	...	...	11 6 0	496 5 6	132 10 9
6	...	...	...	...	...	...	0 1 10	...	193 10 3	13 1 10
...	350 0 0	222 17 7	6 12 9	507 0 4	16 6 3	3 0 0	16 19 7	731 6 2	45,419 4 5	2,798 0 4
6	...	32 8 0	...	...	7 2 10	1 0 0	...	9 14 6	4,326 10 10	196 5 2
5½	000 0 0	...	...	...	...	...	10 13 7	15 0 0	7,492 16 5	2 3 8
1	...	37 5 6	...	...	...	...	0 2 2	...	341 14 5	14 8 10
6	...	...	...	...	100 15 2	...	...	...	3,773 6 3	...
7½	...	...	...	...	...	...	...	...	911 17 10	60 1 3
7	...	...	...	...	...	...	...	0 5 0	1,523 1 6	36 5 4
5½	9,000 0 0	23 18 10	18 0 0	30 0 0	79 17 4	13 9 6	...	†128 4 3	25,636 14 11	...
5	...	...	...	...	...	...	...	...	805 17 1	60 15 4
2	...	...	...	...	...	...	...	...	63 7 10	...
9½	...	...	...	189 16 0	...	...	...	23 0 1	1,182 2 7	296 17 9

* Classification.

† Rents, £95, 10s. 7d.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
RENFREW—*contd.*							
Inchinnan	59 1 8	35 7 10	53 10 0	...	...	...	183 4 5
Inverkip	...	89 6 7	107 3 8	...	...	18 4 10	205 18 8
Kilbarchan	...	275 0 0	546 6 0	...	...	7 5 6	900 0 0
Kilmalcolm	45 19 7	148 15 10	314 1 8	...	...	7 15 3	550 0 0
Levern	...	72 18 2	120 15 0	...	...	...	291 2 9
Lochwinnoch	...	256 16 1	391 6 6	...	...	3 4 6	600 0 0
Mearns	...	210 19 3	231 19 6	...	...	5 5 0	700 0 1
Neilston	...	871 11 2	878 7 6	...	...	...	1,250 0 0
Paisley (B.)	20 6 0	3,830 14 10	4,693 4 0	...	...	41 9 4	5,220 19 2
Port-Glasgow (B.)	...	707 13 4	1,112 14 0	...	...	7 7 8	1,425 18 2
Renfrew (B.)	53 16 9	369 18 9	525 0 0	...	...	...	230 0 0
Renfrew (L.)	...	261 12 10	384 0 0	...	...	...	700 0 0
Skelmorlie	135 1 5	67 14 10	71 18 3	...	...	...	215 0 0
Total of Renfrew	957 2 8	14,852 12 3	20,297 6 1	...	...	287 3 4	26,442 19 11
ROSS AND CROMARTY.							
MAINLAND.							
Alness	107 13 5	73 17 9	175 5 6	...	...	...	251 1 2
Applecross	2 16 8	7 4 2	288 12 0	...	41 9 10	...	341 2 8
Avoch	...	58 2 9	160 19 0	...	...	...	180 17 0
Carnoch	77 6 11	17 8 8	44 1 6	...	...	...	83 2 4
Contin	7 1 8	37 15 8	79 18 0	...	...	...	163 9 2
Cromarty (including B.)	62 17 10	55 0 0	363 15 0	...	...	...	123 6 0
Dingwall (including B.)	...	102 18 11	164 5 11	...	...	6 16 10	278 8 5
Edderton	...	37 0 0	88 0 0	...	...	...	154 7 6
Fearn	6 2 7	57 11 6	224 12 0	...	...	...	229 0 8
Fodderty	38 0 5	95 19 2	188 12 0	...	...	...	160 0 0
Gairloch	110 13 1	60 8 7	395 11 6	...	4 18 9	...	700 0 0
Glenshiel	...	2 11 8	70 12 0	...	...	...	160 0 0
Killearnan	...	14 2 1	84 19 6	...	...	...	162 6 7
Kilmuir-Easter	...	48 14 0	172 8 6	...	...	...	339 16 11
Kiltearn	...	51 0 1	176 8 6	...	...	...	247 14 7
Kincardine	...	57 14 4	295 13 0	...	...	...	584 7 3
Kinlochluichart	202 4 4	16 10 5	34 9 0	...	...	...	115 13 6
Kintail	...	1 9 0	100 16 0	...	...	...	180 0 0
Knockbain	184 9 3	82 2 1	202 15 0	...	...	...	283 0 1
Lochalsh	...	50 7 11	192 10 6	...	...	...	300 0 0
Lochbroom	20 6 2	54 13 2	569 2 8	...	...	...	550 0 0
Lochcarron	...	13 16 2	148 16 0	...	...	...	567 17 3
Logie-Easter	13 10 7	29 7 5	90 10 0	...	...	...	175 7 7
Nigg	13 14 8	32 1 0	66 5 0	...	...	...	219 2 1
Resolis	...	43 15 1	147 2 0	...	...	...	211 1 10
Rosemarkie	19 7 1	42 15 9	102 4 6	...	...	...	145 16 2
Rosskeen	10 1 9	307 18 7	491 10 0	...	...	...	533 11 1
Tain (including B.)	...	146 16 7	305 1 6	...	...	...	506 3 2
Tarbat	8 11 3	57 1 3	190 17 0	...	...	...	209 2 7
Urquhart and Logie-Wester	6 16 9	72 3 4	262 10 6	...	...	...	490 0 0
Urray	...	89 18 11	249 10 6	...	...	...	524 3 6
INSULAR.							
Barvas	...	0 2 0	439 8 4	...	297 5 2	...	650 0 0
Lochs	...	10 5 6	713 13 2	...	410 17 0	...	850 0 0
Stornoway	28 12 2	35 12 5	698 9 0	...	231 0 3	...	800 0 0
Uig	...	*...	344 1 0	...	105 1 1	...	650 0 0
Total of Ross and Cromarty	920 6 7	1,864 5 2	8,323 5 7	...	1,090 12 1	6 16 10	12,118 19 1

* None exacted.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
6½	...	...	...	...	...	...	0 11 6	...	831 15 5	...
5	...	...	...	...	...	...	...	7 19 0	423 12 9	88 9 8
5	300 0 0	...	...	...	3 1 4	...	...	1 6 0	2,032 18 10	134 5 5
4½	...	...	...	...	...	...	...	4 1 0	1,070 4 4	...
8	...	...	...	...	...	...	...	...	484 15 11	45 0 10
*...	...	8 5 9	...	...	...	1 5 0	...	...	1,260 17 10	164 7 2
7	...	...	...	8 16 3	37 19 9	...	2 3 5	0 10 6	1,197 13 9	5 7 10
7	...	...	...	...	...	3 6 0	...	4 9 10	3,007 14 6	761 19 2
7	...	42 0 0	...	...	...	...	0 0 2	7 16 0	13,856 9 6	...
8½	920 0 0	...	...	...	...	...	...	47 15 7	4,221 8 9	70 7 11
4	...	...	...	...	...	...	...	†228 11 0	1,402 6 6	90 10 5
8	2,150 0 0	...	...	109 1 8	...	...	...	3 0 0	3,607 14 6	...
4½	...	...	...	...	...	...	0 17 1	5 14 6	496 6 1	...
...	15,370 0 0	143 18 1	18 0 0	337 13 11	228 16 5	19 0 6	14 7 11	482 7 3	79,451 8 4	2,027 5 9
8	...	...	...	10 15 6	...	...	...	...	618 13 4	...
1/9	...	...	...	19 13 9	...	...	0 5 3	...	700 14 4	...
8	...	...	...	...	...	...	...	1 7 6	401 5 6	8 8 6
5	...	...	...	...	...	...	0 9 5	...	222 8 10	...
11	...	...	...	...	...	...	...	...	288 4 6	...
6	...	14 16 11	...	...	...	...	...	...	619 15 9	...
6	...	...	...	...	...	...	...	‡150 3 6	702 13 7	269 11 1
6½	...	...	...	...	...	...	0 2 8	...	279 10 2	...
6	...	...	...	...	...	...	...	2 8 8	518 15 5	21 7 5
4	...	...	...	...	...	...	...	...	482 11 7	160 14 2
1/6	...	...	...	...	3 0 2	...	...	34 5 0	1,308 17 1	...
8	...	...	...	...	...	...	...	5 0 0	238 3 8	...
6	...	...	...	...	...	...	0 5 4	...	261 13 6	31 15 0
1/	...	...	...	...	...	...	0 0 1	...	560 19 6	...
7	...	...	...	...	...	...	...	...	475 3 2	98 9 2
11	...	...	...	...	...	...	...	28 4 9	965 19 4	178 2 2
2	...	...	...	...	...	...	1 10 5	30 0 0	400 7 8	...
8	...	...	...	...	...	...	...	6 0 0	288 5 0	18 8 2
8½	...	...	...	...	2 3 9	...	0 5 6	3 11 10	758 7 6	...
1/	...	...	...	...	...	...	...	...	542 18 5	36 18 9
10	...	...	...	...	15 10 1	...	0 0 8	52 19 11	1,262 12 8	31 4 10
1/5	...	...	...	...	...	...	...	...	730 9 5	635 12 5
7½	...	...	...	...	...	...	...	...	308 15 7	9 19 2
9	...	...	...	...	...	...	0 3 4	...	331 6 1	...
11	...	...	...	...	...	...	...	...	401 18 11	183 5 6
5	...	...	...	...	...	...	...	2 7 6	312 11 0	...
10	...	...	...	...	...	...	...	...	1,343 1 5	...
10	...	...	...	...	0 5 0	0 5 0	...	...	958 11 3	315 12 7
7	...	...	...	...	...	...	...	...	465 12 1	...
1/0½	...	...	...	...	...	...	...	12 1 9	843 12 4	...
10	...	...	...	...	...	...	...	...	863 12 11	484 8 10
4/6	...	...	...	...	15 4 7	0 18 6	0 1 11	27 10 0	1,430 10 6	649 13 6
4/6	...	...	...	...	30 1 7	...	...	...	2,014 17 3	796 6 11
1/8	...	...	...	...	9 5 10	0 13 6	0 19 3	...	1,804 12 5	...
3/	...	...	...	...	6 15 3	...	0 11 9	...	1,106 9 1	...
...	...	14 16 11	...	29 19 3	82 6 3	1 17 0	4 15 7	356 0 5	24,814 0 9	3,929 18 2

* Classification. † From Town Council. ‡ From Reid Trustees, £40.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department.			Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
			(a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.		
ROXBURGH.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ancrum	...	95 13 7	209 18 0	...	...	...	300 0 0
Ashkirk	...	47 7 5	82 0 0	...	...	...	250 18 0
Bedrule	...	23 7 4	33 1 0	...	...	...	120 1 0
Bowden	13 18 9	55 7 9	98 11 0	...	...	...	160 0 0
Castleton	...	161 9 11	425 3 8	...	...	...	600 0 0
Cavers and Kirktown	...	163 11 6	242 2 0	...	...	...	527 11 5
Cralling	...	44 3 4	59 19 0	...	...	...	120 0 0
Eckford	63 4 2	21 19 6	79 7 6	...	...	...	290 0 0
Edgerston	...	36 15 3	55 11 0	...	...	...	247 15 4
Ednam	...	60 19 0	115 6 6	...	...	...	110 12 7
Hawick (B.)	...	1,723 11 6	1,916 15 2	...	221 9 9	33 0 0	814 6 9
Hawick (L.)	...	47 8 7	76 18 6	...	...	...	156 8 11
Hobkirk	32 12 0	43 4 0	63 0 0	...	...	...	126 18 5
Hownam	49 4 5	19 14 2	43 19 0	...	...	...	61 3 11
Jedburgh (B.)	...	143 7 2	165 13 0	...	...	...	550 0 0
Jedburgh (L.)	...	61 7 2	107 3 6	...	...	...	250 0 0
Kelso	...	337 12 3	522 3 0	...	...	...	500 0 0
Lilliesleaf	26 11 9	90 16 11	96 8 6	...	...	...	162 18 6
Linton	...	37 8 3	50 10 0	...	...	...	187 16 3
Makerston	...	40 16 7	50 9 6	...	...	...	96 16 6
Maxton	5 0 9	33 3 0	44 11 0	...	...	...	160 5 7
Melrose	73 5 0	617 16 11	791 12 5	...	...	26 18 3	1,050 0 0
Minto	...	24 6 1	42 12 11	...	...	...	366 13 3
Morebattle	172 12 8	66 1 3	38 7 6	...	...	...	215 0 0
Oxnam	51 3 9	40 10 0	66 1 6	...	...	...	98 3 11
Roxburgh	81 10 2	86 3 5	126 7 2	...	...	...	215 0 0
St Boswells	22 11 0	74 6 11	88 14 0	...	...	...	141 13 6
Smailholm	...	27 15 0	61 0 0	...	...	...	70 7 10
Southdean	...	26 4 7	61 18 6	...	...	...	151 12 6
Sprouston	32 3 6	66 16 11	111 14 0	...	...	...	220 0 0
Teviothead	...	19 0 0	55 18 6	...	...	...	177 4 8
Wilton	5 17 7	64 8 3	123 0 0	...	...	...	200 17 5
Yetholm	1 1 4	67 10 4	125 17 0	...	...	...	168 15 0
Total of Roxburgh	631 1 10	4,470 3 10	6,231 14 4	...	221 9 9	59 18 3	8,869 1 3
SELKIRK.							
Caddonfoot	...	55 14 11	60 8 2	...	...	...	139 7 6
Ettrick	4 15 3	20 3 0	44 13 4	...	...	...	114 10 9
Galashiels (B.)	246 12 0	698 0 2	958 0 0	...	...	29 14 6	902 11 4
Galashiels (L.)	111 15 0	221 17 1	269 19 6	...	...	...	180 0 0
Kirkhope	...	49 3 4	71 8 0	...	...	...	168 2 5
Roberton	15 13 8	57 6 8	110 3 0	...	...	...	260 4 8
Selkirk (B.)	...	595 7 1	674 7 6	...	...	...	696 13 6
Selkirk (L.)	42 13 3	165 0 9	208 0 0	...	...	...	106 7 4
Yarrow	...	61 19 8	42 10 6	...	...	...	225 0 0
Total of Selkirk	421 9 2	1,924 12 8	2,434 10 0	...	...	29 14 6	2,792 17 6
SHETLAND.							
Bressay	10 3 9	66 0 6	126 6 0	...	28 2 11	...	55 0 0
Delting	101 6 11	43 16 10	188 16 0	...	26 5 6	...	182 0 0
Dunrossness	...	222 6 9	377 15 6	...	131 4 10	...	112 16 10
Fetlar and North Yell	...	25 2 9	144 7 9	...	...	...	116 13 10
Lerwick and Gulberwick	141 19 9	163 16 7	250 3 6	...	...	7 2 1	180 0 0

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
5½	...	...	...	...	4 5 2	...	...	6 5 10	616 2 7	543 8 7
8½	...	...	...	...	...	...	0 0 3	...	380 5 8	10 6 7
8	...	...	...	...	...	...	...	...	176 9 4	6 17 3
5½	...	...	...	...	...	...	0 0 1	...	327 17 7	...
5	...	...	...	...	...	...	...	...	1186 13 7	494 3 10
6½	...	...	...	...	...	...	...	9 0 0	942 4 11	369 5 7
3½	...	...	...	...	...	...	0 4 1	...	224 6 5	...
6½	...	...	...	...	...	...	0 7 6	...	454 18 8	...
9	...	...	...	...	...	...	...	...	340 1 7	7 18 3
3	...	...	...	...	...	...	...	...	286 18 1	46 11 1
4½	...	16 9 2	...	...	...	2 0 0	0 9 10	39 6 2	4,767 8 4	166 9 1
8	...	...	...	...	...	...	...	...	280 16 0	...
3	...	...	...	...	...	...	0 4 2	...	265 18 7	...
2	...	...	...	...	...	...	...	...	174 1 6	...
1/0½	800 0 0	3 18 2	...	21 4 8	...	...	...	...	1,684 3 0	...
2½	...	...	...	...	...	...	...	...	418 10 8	0 14 8
4½	...	20 17 6	...	...	...	...	...	98 18 6	1,479 11 3	225 7 1
5	...	...	...	...	...	...	...	1 14 6	378 10 2	...
6	...	...	...	...	...	...	...	...	275 14 6	117 14 1
3½	...	...	...	...	...	...	0 0 9	...	188 3 4	...
4½	...	...	...	...	...	...	...	...	243 0 4	...
7	...	2 7 11	...	...	...	...	...	...	2,562 0 6	99 14 11
1/1	...	6 0 0	...	...	...	...	0 0 9	0 9 10	440 2 10	7 5 3
3½	...	...	...	...	...	...	0 11 4	1 15 0	494 7 9	...
2½	...	4 0 0	...	...	...	...	0 3 11	...	260 8 1	...
4	...	...	...	...	...	...	...	...	509 0 9	...
4	...	...	...	...	...	...	...	8 19 7	336 5 0	...
3	...	...	...	...	...	...	...	...	159 2 10	8 16 5
4½	...	...	...	...	...	...	...	...	239 15 7	...
4	...	...	...	34 4 9	...	...	...	4 5 0	469 4 2	...
4½	...	...	...	...	...	...	...	0 2 6	252 5 8	58 10 10
5½	...	...	...	...	...	...	...	...	394 3 3	4 10 7
6	...	...	...	...	...	...	...	...	363 3 8	...
...	800 0 0	53 12 9	...	55 9 5	4 5 2	2 0 0	2 2 8	170 16 11	21,571 16 2	2,167 14 1
3½	...	...	...	...	...	...	...	9 8 10	264 19 5	...
2½ *	...	...	...	...	1 1 1	...	...	0 15 0	185 18 5	...
6	...	...	...	...	...	...	...	16 0 9	2,850 18 9	...
6	...	...	...	...	...	...	...	...	783 11 7	...
6	...	...	...	...	...	...	...	...	288 13 9	84 7 4
7	...	...	...	...	...	...	...	3 14 0	447 2 0	83 14 9
9	...	...	...	...	...	...	...	*65 0 0	2,031 8 1	197 15 11
2	...	...	...	...	...	...	...	...	517 1 4	...
5	...	...	...	16 0 0	...	...	...	0 5 2	345 15 4	127 16 1
...	...	...	...	16 0 0	1 1 1	...	...	95 3 9	7,715 8 8	493 14 1
9	...	...	...	...	...	...	...	5 10 4	301 3 6	96 4 9
1/9½	...	...	...	4 18 6	...	...	1 8 6	10 0 0	558 12 3	...
8	...	...	...	...	42 3 8	...	0 8 1	...	886 15 8	27 13 2
2/	...	...	...	...	...	...	...	...	286 4 4	62 13 7
4½	...	...	...	...	11 17 9	...	0 15 11	0 5 0	746 0 7	...

* From Scott and Oliver Trusts, £45. From Town Council, £20.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department. (a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
SHETLAND—*contd.*							
Mid and South Yell	...	42 8 4	226 10 0	...	42 2 0	...	159 15 6
Nesting	17 11 6	81 0 2	194 12 4	...	27 7 6	...	160 0 0
Northmavine	108 1 11	42 2 7	180 1 10	...	42 10 4	...	230 0 0
Sandsting and Aithsting	138 11 0	165 5 4	271 2 4	...	74 9 6	3 8 6	205 11 10
Tingwall	...	96 8 6	166 0 9	...	39 13 7	...	200 0 0
Unst	...	45 15 8	146 17 0	...	20 8 0	...	220 0 0
Walls	...	34 7 1	139 12 1	594 10 0	46 11 1	...	187 11 1
Total of Shetland	517 14 10	1,018 11 1	2,422 5 1	594 10 0	478 15 3	10 10 7	2,009 9 1
STIRLING.							
Airth	...	83 18 8	32 18 6	...	...	...	357 0 2
Alva	...	357 16 8	954 16 9	...	...	13 2 6	400 0 0
Baldernock	...	44 13 2	68 10 4	...	...	...	177 5 9
Balfron	...	89 19 3	140 10 0	...	...	...	260 7 1
Bothkennar	113 14 4	150 0 0	187 1 0	...	...	...	220 0 0
Buchanan	52 6 4	20 12 2	26 18 9	...	...	...	131 17 8
Campsie	...	228 19 5	518 19 10	...	...	6 15 3	620 0 0
Denny	...	389 8 11	523 9 6	...	...	4 5 4	715 0 0
Drymen	34 8 11	27 8 4	37 17 0	...	...	...	350 0 0
Dunipace	...	94 7 6	187 0 4	...	...	...	508 8 8
Falkirk (B.)	126 13 11	1,182 3 5	1,518 1 0	...	...	...	1,340 0 0
Falkirk (L.)	...	761 3 4	1,052 13 6	...	...	10 0 0	1,060 0 0
Fintry	...	16 10 4	21 1 0	...	...	...	207 3 1
Gargunnock	43 5 2	39 6 8	66 5 0	...	...	...	150 0 0
Grangemouth	...	581 18 10	1,076 4 5	...	...	34 6 3	758 16 8
Killearn	22 7 6	62 4 9	114 14 0	...	...	...	275 16 3
Kilsyth (B.)	53 2 10	376 8 3	535 9 0	...	61 5 0	12 1 0	230 0 0
Kilsyth (L.)	205 1 0	90 3 8	159 19 4	...	...	...	300 0 0
Kippen	...	171 2 6	233 14 6	...	...	...	452 0 0
Larbert	353 7 4	580 11 2	742 5 0	...	...	9 17 6	807 10 7
Lecropt	17 13 0	73 6 1	98 11 6	...	...	...	179 1 0
Muiravonside	...	189 7 5	291 5 6	...	...	...	460 0 0
Polmont	...	184 8 8	424 5 3	...	...	...	550 0 0
St Ninians	300 17 10	423 19 2	645 12 2	...	...	...	1,225 13 0
Slamannan	...	544 5 4	719 16 4	...	...	...	674 12 5
Stirling (B.)	319 11 10	1,262 17 1	1,587 16 11	...	...	34 8 6	1,079 11 9
Stirling (L.)	53 10 1	14 2 0	32 17 0	...	...	...	30 0 0
Strathblane	...	85 18 2	144 2 6	...	...	...	300 0 0
Total of Stirling	1,696 0 1	8,127 0 11	12,332 15 11	...	61 5 0	124 16 4	13,820 4 1
SUTHERLAND.							
Assynt	...	23 0 4	278 12 6	...	48 17 9	...	625 10 3
Clyne	...	47 19 3	138 3 10	...	...	...	300 0 0
Creich	259 18 2	30 7 9	198 9 0	...	...	...	350 0 0
Dornoch (including B.)	...	51 7 0	190 18 0	...	...	...	550 0 0
Durness	60 12 11	1 0 0	78 6 0	...	...	...	168 12 1
Eddrachillis	42 12 4	8 11 0	121 8 10	...	...	...	248 10 11
Farr	3 18 6	55 10 5	222 7 9	...	...	...	155 17 8
Golspie	...	65 13 9	181 19 0	...	...	...	190 0 0
Kildonan	99 0 0	56 17 6	191 19 0	...	...	...	260 0 0
Lairg	...	40 1 2	96 15 6	...	...	...	230 0 0
Loth	...	6 8 6	35 16 0	...	...	...	90 0 0
Rogart	174 9 3	32 14 6	119 2 9	...	...	...	217 0 0
Tongue	...	13 3 0	154 15 10	...	...	...	361 6 9
Total of Sutherland	640 11 2	432 14 2	2,006 14 0	...	48 17 9	...	3,746 17 8

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1885.
d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2/6	...	...	...	...	4 19 6	...	...	6 2 6	481 17 10	196 14 4
2/	...	...	...	...	...	...	...	3 0 0	483 11 6	37 6 5
2/8	...	...	...	...	17 9 5	...	0 15 5	12 18 11	634 0 5	...
2/	...	...	...	...	...	...	0 15 4	6 6 0	865 9 10	...
1/3	...	...	...	...	...	...	...	9 1 0	511 3 10	32 5 5
1/6	...	...	...	...	...	...	...	17 8 4	450 9 0	...
2/7	...	...	...	...	...	...	...	...	1,002 11 4	72 8 9
...	...	...	...	4 18 6	76 10 4	...	4 3 3	70 12 1	7,208 0 1	525 6 5
8	...	...	...	...	...	...	...	...	663 17 4	177 19 8
8	2,500 0 0	...	...	...	...	...	8 4 2	*32 0 5	4,266 0 6	...
8	...	...	...	...	...	...	...	...	290 9 3	104 1 5
10½	...	...	...	...	...	...	...	...	490 16 4	54 1 5
6½	...	...	...	...	...	...	...	...	670 15 4	...
4½	...	...	...	...	...	...	...	...	281 14 11	59 7 7
6½	300 0 0	...	2 10 0	...	42 17 2	...	...	5 4 0	1,725 5 8	184 19 7
8½	...	...	...	...	5 6 10	...	...	2 0 0	1,639 10 7	1,468 16 8
6	...	...	...	...	...	...	...	...	449 14 3	...
8½	...	...	...	...	0 4 10	...	...	...	790 1 4	1 15 4
8	3,040 0 0	...	...	...	298 17 7	...	...	8 0 0	7,513 15 11	...
6	500 0 0	3 4 7	...	...	289 9 2	...	3 4 9	21 7 6	3,701 2 10	404 3 1
10	...	...	...	...	...	...	...	...	244 14 5	76 18 5
4½	...	...	...	...	10 13 8	...	0 5 11	...	309 16 5	...
6	...	...	...	...	99 0 8	...	...	45 0 0	2,595 6 10	551 5 2
4	...	...	...	...	16 19 6	...	...	...	492 2 0	...
5	...	...	...	...	55 0 6	...	0 2 1	2 5 5	1,325 14 1	82 10 11
5	...	31 17 0	...	...	...	...	1 0 0	1 0 0	789 1 0	...
9	...	5 13 5	...	48 12 2	...	...	0 5 9	...	911 8 4	...
5½	4,000 0 0	...	...	...	...	...	...	4 0 0	6,497 11 7	297 4 10
6½	...	2 15 7	...	...	...	...	0 15 11	...	372 3 1	...
5½	...	...	...	...	37 14 4	...	...	12 10 0	990 17 3	124 10
8½	...	...	...	...	...	...	...	...	1,158 13 11	315 17 7
5½	...	40 10 0	...	...	31 5 6	...	...	4 9 6	2,672 7 2	...
7	...	...	...	17 8 4	...	...	...	...	1,956 2 5	...
4	...	33 2 11	105 15 4	...	172 9 10	...	4 14 5	16 10 0	4,616 18 7	...
4	...	15 0 0	...	...	...	...	0 10 8	...	145 19 9	...
5	...	...	...	...	...	...	...	...	530 0 8	150 17 6
...	10,340 0 0	132 3 6	108 5 4	66 0 6	1,059 19 7	...	19 3 8	1,154 6 10	48,042 1 9	4,054 9 10
1/11	...	...	...	...	...	1 12 0	0 5 6	30 0 0	1,007 18 4	19 6 0
1/1	...	...	...	...	...	...	...	...	486 3 1	124 10 5
9	...	...	...	...	...	...	...	0 1 4	338 16 3	...
1/5	...	7 16 4	...	...	...	...	...	3 10 3	803 11 7	129 2 9
7	...	...	...	...	...	...	1 0 9	...	309 11 9	...
1/	...	...	...	...	...	...	1 11 8	34 0 0	456 14 9	33 2 7
8	...	...	...	...	...	...	0 15 4	25 0 0	463 9 8	179 9 4
7	...	...	...	...	...	...	...	5 2 6	442 15 3	96 8 3
4	...	...	...	...	...	...	0 18 11	...	608 15 5	...
7½	...	...	...	...	...	...	...	8 1 0	374 17 8	279 16 2
6	...	...	...	...	...	...	0 0 6	...	132 5 0	...
9	...	...	...	...	...	...	1 1 1	9 6 6	553 14 1	32 1 5
1/8	...	...	...	...	...	...	...	30 0 0	559 5 7	27 6 5
...	...	7 16 4	...	...	...	1 12 0	5 13 9	145 1 7	7,037 18 5	921 3 4

* Rents, £29 5s.
† From Earl of Zetland.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department.			Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
			(a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
WIGTOWN.							
Glasserton	...	48 17 10	149 17 6	...	...	...	350 0 0
Inch	...	103 16 3	252 12 0	...	...	...	296 8 6
Kirkcolm	...	65 3 10	178 5 6	...	...	...	260 0 0
Kirkcowan	32 11 5	73 7 0	166 17 0	...	...	...	233 8 5
Kirkinner	...	64 15 1	97 11 0	...	...	...	303 5 1
Kirkmaiden	...	141 10 3	308 19 6	...	...	...	594 8 7
Leswalt	...	20 14 8	147 17 0	...	...	...	302 13 9
Mochrum	...	127 13 8	280 3 0	...	...	...	550 0 0
New Luce	...	33 11 1	92 14 0	...	...	...	111 1 9
Old Luce	...	102 12 9	69 16 0	...	...	...	387 5 10
Penninghame	...	130 2 4	245 6 6	...	...	...	450 0 0
Portpatrick	12 17 3	33 8 4	126 7 5	...	...	...	154 13 10
Sheuchan	...	* ...	...	...	...	...	241 0 0
Sorbie	...	95 11 11	196 6 0	...	...	...	390 0 0
Stoneykirk	...	117 6 11	322 3 8	...	...	...	525 0 0
Stranraer (B.	...	608 8 9	796 6 6	...	...	...	518 11 7
Whithorn	...	179 2 10	272 12 0	...	...	2 13 0	480 0 0
Wigtown	...	195 15 0	220 15 9	...	...	...	350 0 0
Total of Wigtown	45 8 8	2,141 18 6	3,924 10 4	...	...	2 13 0	6,292 17 4
Total of Scotland	52,509 19 5	245,599 0 3	360,705 6 3	3,525 6 2	6,738 4 8	4,328 11 2	465,166 17 3
Less Balances in hand on 15th May 1885	...	...	...	...	...	...	...
Net Income	...	...	...	...	...	...	...

* No school under the Board.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—INCOME—*continued.*

Rate of Assessment per £.	Loans raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
d.	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
7	...	...	...	...	...	...	...	...	548 15 4	106 13 10
4	...	...	...	...	...	...	...	...	652 16 9	286 5 11
6	350 0 0	...	...	...	...	...	...	1 10 10	855 0 2	142 13 8
6	...	...	...	...	...	...	0 6 7	...	506 10 5	4 9 8
4½	...	...	...	...	...	...	...	...	465 11 2	52 1 11
10	...	...	...	...	...	...	...	*32 0 0	1,076 18 4	193 13 8
9	...	...	...	...	...	...	...	1 2 6	472 7 11	39 4 10
9	...	...	...	...	...	...	...	...	957 16 8	67 17 4
4½	...	1 1 10	...	...	...	...	0 1 9	3 15 0	242 5 5	67 6 8
5	...	...	...	...	...	...	...	7 1 0	566 15 7	459 1 2
5½	...	...	...	...	...	...	...	...	825 8 10	38 11 1
5	...	...	...	...	...	...	...	1 0 0	328 6 10	...
7	...	...	...	...	...	...	...	...	41 0 0	...
6	...	...	...	...	...	...	...	6 6 0	688 3 11	83 13 5
6	...	...	...	...	...	...	...	1 0 0	965 10 7	9 14 8
7	762 0 0	...	...	...	...	...	1 2 6	...	2,681 9 4	392 17 2
6½	...	...	...	...	...	...	...	0 2 0	934 9 10	180 11 4
10	...	15 16 1	...	...	0 17 7	...	...	...	783 4 5	147 8 1
...	1,112 0 0	16 17 11	...	...	0 17 7	...	1 10 10	53 17 4	13,592 11 6	2,272 4 5
...	224,336 0 0	4,491 13 6	541 8 5	2,891 13 2	6,394 3 6	124 16 6	398 19 2	16,020 2 1	1,398,772 1 6	98,455 6 9
...	...	...	...	...	...	...	...	...	52,509 19 5	...
...	...	...	...	...	...	...	...	...	1,341,262 2 1	...

* Rents.

Digitized by Google

SCHOOL BOARDS' . . . . . .

GENERAL ABSTRACT of STATEMENTS of INCOME, EXPENDITURE, and

(Published under Section 51 of the

EXPENDITURE.

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN.									
Aberdeen (B.)	...	498 5 0	921 7 8	15,974 3 6	45 18 4	3,527 0 8	191 5 6	292 8 7	586 5 5
Aberdour	...	7 7 0	15 10 0	452 4 10	...	26 14 11	7 0 6	8 5 6	5 6 5
Aboyne and Glentanner	...	...	15 0 0	426 6 4	...	...	2 11 8	4 2 1	4 9 0
Alford	61 16 9	...	15 0 0	404 16 0	...	...	1 5 0	2 18 0	11 19 0
Ardallie	45 12 7	...	13 0 0	233 13 10	...	...	1 5 0	0 19 7	6 4 8
Auchindoir and Kearn	74 11 6	...	10 10 0	291 3 0	...	...	0 15 6	1 18 9	12 6 0
Auchterless	...	...	24- 0 0	587 12 6	...	50 12 0	3 9 0	8 5 1	6 16 5
Belhelvie	3 18 11	...	15 0 0	389 15 6	...	...	2 16 3	0 11 6	2 1 9
Birse	...	...	6 0 0	274 2 3	...	...	0 9 11	...	8 9 5
Bourtie	...	...	10 0 0	61 13 9	...	...	0 8 4	...	2 1 4
Cabrach	...	4 1 3	12 10 0	144 17 10	...	...	3 7 6	0 5 8	4 17 2
Cairney	136 17 0	...	23 10 0	501 4 5	...	...	3 4 9	1 16 11	9 15 3
Chapel of Garioch	...	...	20 0 0	690 9 9	...	...	2 13 3	2 10 5	8 8 0
Clatt	...	...	7 0 0	192 7 2	...	...	0 8 9	0 11 1	0 10 3
Cluny	91 11 9	3 19 0	14 10 0	195 4 0	...	...	0 11 6	0 17 0	0 15 0
Coull	11 9 3	...	6 10 0	156 10 5	...	...	0 6 1	0 11 8	1 8 6
Crathie and Braemar	57 0 10	...	11 0 0	412 7 9	...	...	5 3 7	1 5 6	3 13 0
Crimond	6 15 3	...	14 0 0	218 4 8	...	...	...	8 18 1	6 10 0
Cruden	...	...	22 0 0	653 10 6	...	139 17 3	3 12 4	10 6 4	16 3 6
Culsalmond	...	...	12 6 0	174 10 5	...	...	1 15 6	1 4 10	5 19 9
Daviot	...	...	10 2 0	225 10 6	...	...	1 11 7	0 18 0	11 19 3
Drumblade	...	9 6 4	14 10 0	143 6 8	...	...	1 8 10	0 15 3	1 3 3
Drumoak	...	...	13 3 0	237 13 4	...	...	1 1 6	5 2 4	1 16 5
Dyce	...	...	16 0 0	265 8 11	...	...	1 11 10	12 17 7	9 10 1
Echt	...	5 8 9	12 0 0	346 7 2	...	...	1 13 6	1 9 9	2 6 11
Ellon	...	...	27 0 0	879 9 7	...	268 10 10	10 13 9	8 0 11	36 12 4
Fintray	...	...	12 1 11	320 12 9	...	...	6 16 7	5 4 2	5 1 8
Forgue	...	...	14 0 0	365 13 0	...	...	1 14 6	1 7 3	8 3 1
Foveran	42 3 0	...	16 0 0	732 18 10	...	...	3 4 0	7 10 8	12 18 3
Fraserburgh	224 19 1	...	113 15 9	887 6 0	...	...	5 10 2	7 10 9	80 12 7
Fyvie	80 12 4	...	23 0 0	837 0 2	...	...	10 17 0	2 7 11	24 11 5
Gartly	...	4 8 0	22 0 0	191 19 8	...	...	...	0 19 0	4 13 3
Glass	...	...	14 0 0	269 10 10	...	...	1 14 11	1 2 1	6 13 6
Glenbucket	15 15 4	...	9 0 0	131 10 4	...	...	2 2 2	0 9 5	2 9 7
Glengairn	...	10 0 0	9 17 6	46 18 8	...	...	0 9 6	0 14 7	3 1 5
Glenmuick and Tullich	...	...	17 0 0	485 14 9	...	...	3 0 5	3 11 2	19 10 8
Huntly	...	...	41 0 0	885 8 0	...	...	3 13 11	19 12 4	6 0 4
Insch	88 14 1	...	18 0 0	494 11 7	...	...	2 0 7	5 10 11	7 13 8
Inverurie	...	...	17 6 0	698 0 7	...	...	3 3 1	1 2 0	15 16 2
Keig	226 19 6	...	7 0 0	202 8 4	...	...	2 6 6	0 4 0	2 1 5
Keithhall and Kinkell	...	...	8 7 6	170 19 1	...	...	1 8 2	1 0 7	3 6 7

Digitized by Google

ACCOUNTS.

LIABILITIES of SCHOOL BOARDS for the Year ended the 15th May 1886.

Education (Scotland) Act, 1872.)

EXPENDITURE.

Replacement of Furniture and Repairs to Buildings and Furniture.			Fuel, Light, and Cleaning.			Contributions to School Boards under Sec. 42.			Interest on Loans.			Repayment of Loans.			Legal Expenses.			Expenses of Prosecution of Defaulting Parents and Employers of Children.			Other Expenses.			Total Expenditure.			Balance in hand on 15th May 1886.			Liabilities on 15th May 1886.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1,255	10	0	1327	13	4	...			2,002	16	0	1,572	0	4	77	0	9	29	1	6	2,407	3	0	31,707	19	7	4,828	9	3	83,906	10	9
7	4	11	30	10	6	8	2	0	17	16	7	33	13	9	...			...			3	5	8	623	1	7	...			970	8	9
9	19	1	17	10	11	...			35	6	9	27	10	4	...			...			1	13	8	544	9	10	1	15	11	983	16	0
22	19	11	16	1	0	...			23	6	9	29	6	4	...			...			0	11	5	590	1	2	156	11	9	622	1	0
5	1	10	12	6	0	20	0	0	45	9	7	14	3	11	...			...			4	5	10	402	2	10	...			1,311	1	7
18	8	8	16	6	5	9	5	0	44	17	9	24	4	2	...			...			7	14	4	512	1	1	...			1,323	4	1
14	10	3	26	10	1	...			24	14	10	23	13	1	...			...			...			770	3	3	152	19	1	683	5	4
21	2	2	33	3	0	...			46	4	11	24	0	1	...			...			4	9	9	543	3	10	76	10	8	1,297	6	8
15	2	11	24	0	0	...			18	18	2	16	5	0	...			...			...			363	7	8	70	9	5	528	2	6
4	2	8	5	6	6	...			14	0	8	8	13	7	...			...			...			106	6	10	36	3	8	352	13	10
10	17	4	20	5	0	...			21	5	7	12	12	3	...			...			0	15	5	235	15	0	53	13	9	595	6	0
3	2	6	24	7	6	...			39	4	2	25	15	10	...			...			2	15	7	771	13	11	...			1,151	19	5
70	9	4	28	17	9	...			76	2	8	40	19	0	...			...			3	1	1	943	11	3	69	16	11	2,134	4	7
8	18	0	6	1	0	...			...			...			...			...			0	1	0	215	17	3	69	6	7	...		
4	18	11	8	11	0	...			8	16	6	19	6	2	...			...			4	3	6	353	4	4	...			330	19	3
0	14	10	7	5	1	...			4	7	11	5	0	0	...			...			2	6	10	196	10	7	...			130	4	5
60	6	10	33	10	5	...			12	6	2	14	3	4	...			...			2	8	9	613	5	2	...			384	9	7
17	14	0	7	11	9	...			15	6	0	8	2	4	...			...			1	17	0	304	19	1	0	9	6	429	1	6
8	14	10	28	0	0	...			96	5	2	60	18	3	...			0	9	10	...			1,089	18	0	...			2,709	15	0
11	3	4	10	14	6	...			20	2	2	17	19	1	...			...			2	10	2	258	5	9	14	0	10	556	10	7
1	10	5	10	10	0	...			14	14	10	10	5	2	...			...			1	4	7	288	6	4	99	8	7	410	17	11
1	11	3	3	11	8	4	17	10	0	18	11	13	10	0	1	7	7	...			1	7	0	197	15	0	...			37	8	8
14	9	2	5	19	4	...			7	13	8	13	7	4	...			...			1	11	6	301	17	7	23	10	1	209	10	1
42	16	0	15	14	2	17	17	6	30	2	1	14	7	1	...			...			1	16	1	428	1	4	9	5	4	846	10	10
30	12	1	20	15	6	...			40	17	11	50	0	0	...			...			2	2	3	513	13	10	8	9	3	1,130	18	2
62	6	2	59	11	3	...			130	16	9	43	11	0	101	15	3	...			11	19	2	1,640	7	0	...			3,746	7	8
10	2	9	22	1	9	...			47	14	4	33	5	8	...			...			8	12	0	471	13	7	31	0	3	1,330	1	0
0	10	10	12	16	0	...			38	16	1	31	19	3	...			...			1	1	0	476	1	0	19	16	2	1,076	14	11
7	7	10	28	10	8	...			51	13	6	37	19	2	...			...			47	8	2	987	14	6	...			1,435	9	4
47	1	3	30	12	4	...			182	3	10	183	6	8	...			0	5	0	38	18	11	1,802	1	7	...			4,943	9	5
12	19	9	44	3	0	...			93	4	5	57	7	1	...			...			16	9	9	1,202	12	10	...			2,634	11	5
0	1	0	11	3	3	...			13	18	10	13	4	11	...			...			...			262	7	10	66	0	0	385	9	8
18	5	1	8	4	0	...			30	11	3	9	18	8	...			...			15	15	11	375	16	3	...			982	13	1
1	11	6	10	17	6	...			4	11	5	10	18	1	...			...			0	13	2	189	18	6	...			120	0	2
0	19	3	6	3	8	7	4	0	22	18	5	6	4	5	...			...			0	9	0	115	0	5	101	12	10	585	16	9
29	2	0	33	16	9	...			88	3	6	31	8	7	0	5	6	...			...			711	13	4	...			2,487	0	11
30	9	1	23	13	3	...			...			...			...			...			...			1,009	16	11	...			3	5	1
12	6	0	23	14	3	...			19	2	7	18	14	1	...			...			19	2	0	709	9	9	...			566	15	3
32	0	7	15	18	4	...			5	12	0	10	0	0	...			...			...			798	18	9	15	17	5	130	0	0
13	3	5	11	15	6	...			10	17	9	5	10	1	...			...			5	15	4	488	1	10	...			525	11	6
14	0	3	9	11	0	...			27	1	7	15	1	5	...			...			0	0	10	250	17	0	13	11	4	758	11	6

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN—*contd.*									
Kemnay	...	...	14 0 0	390 1 2	...	...	2 5 5	2 16 8	3 14 11
Kennethmont	...	...	13 5 0	221 18 9	...	100 15 9	2 10 9	0 15 2	5 5 11
Kildrummy	28 19 1	3 12 5	10 0 0	190 16 5	...	...	0 11 6	0 3 7	0 12 0
Kincardine O'Neil	0 1 11	...	20 0 0	676 17 8	...	...	2 9 9	8 4 1	16 14 4
King Edward	...	...	12 10 0	300 5 6	...	...	1 10 0	4 4 8	10 9 10
Kininmonth	97 2 10	7 4 7	10 0 0	194 15 10	...	...	1 4 11	...	11 17 9
Kinnellar	...	...	8 0 0	132 9 7	...	...	0 3 6	0 5 6	0 7 6
Kintore (incl. B.)	...	...	17 0 0	568 7 8	...	...	0 4 7	3 7 3	19 16 11
Leochel-Cushnie	248 9 10	...	12 0 0	333 10 10	...	...	6 0 0	4 17 4	9 4 6
Leslie	14 16 9	...	8 10 0	136 8 9	...	...	0 15 0	...	0 17 6
Logie-Buchan	...	...	13 0 0	293 15 4	...	...	1 7 11	1 17 5	4 12 2
Logie-Coldstone	...	...	10 6 0	165 18 9	...	...	0 16 7	0 12 0	4 19 2
Longside	...	...	30 0 0	1,013 14 1	...	172 13 7	4 18 6	4 13 10	22 1 5
Lonmay	43 8 2	...	21 10 0	592 16 4	...	...	3 5 5	3 19 9	20 1 2
Lumphanan	...	8 1 9	15 0 0	286 16 2	...	...	0 10 6	1 18 8	0 18 0
Meldrum	174 12 0	...	21 0 0	591 11 2	...	...	6 11 6	19 19 9	17 6 10
Methlic	168 4 11	...	17 10 0	766 17 2	...	...	5 4 3	5 14 3	7 10 9
Midmar	...	...	11 0 0	203 9 0	...	...	0 15 6	0 13 6	2 18 11
Millbrex	...	...	14 0 0	206 17 3	...	...	1 5 0	0 3 0	7 12 7
Monquhitter	17 13 8	...	20 0 0	555 1 2	...	...	3 6 0	0 8 6	10 8 5
Monymusk	...	...	11 0 0	260 14 3	...	40 0 0	3 11 2	3 14 9	3 18 3
New Byth	...	...	18 0 0	507 6 9	...	...	5 1 8	2 18 5	18 12 6
New Deer	22 0 9	...	22 10 0	1,179 6 10	...	...	24 17 2	17 4 9	14 4 10
Newhills	107 9 11	...	43 2 3	1,466 6 0	...	39 12 0	12 3 3	21 9 9	67 4 4
New Machar	...	...	24 0 0	576 15 9	...	...	3 17 10	4 8 10	10 19 8
New Pitaligo	...	...	22 0 0	524 9 9	...	...	4 12 3	4 2 6	7 8 10
Old Deer	...	...	40 0 0	1,257 14 9	...	411 18 1	5 17 3	7 4 1	16 8 8
Old Machar	...	73 14 11	230 0 0	2,657 19 10	...	...	39 3 3	306 16 0	86 6 8
Oyne	16 0 6	...	12 0 0	240 3 11	...	...	1 4 3	...	3 19 3
Peterculter	...	10 9 4	16 10 0	405 17 10	...	...	3 9 7	1 13 3	15 0 8
Peterhead (B.)	56 16 5	14 12 11	149 3 4	1,692 0 10	...	854 11 3	25 2 1	88 13 0	22 9 0
Peterhead (L.)	375 19 8	13 19 10	63 6 8	864 1 6	...	...	11 5 6	3 5 9	31 0 11
Pitaligo	...	4 14 1	25 7 3	648 19 5	...	31 19 6	8 1 0	12 4 4	7 1 2
Premnay	7 4 11	7 19 3	13 10 0	201 12 10	...	...	3 19 0	3 11 5	8 7 3
Rathen	137 7 9	...	28 10 0	594 10 9	...	...	2 0 6	5 11 10	12 14 1
Rayne	2 13 10	...	17 11 9	328 2 11	...	...	1 12 6	1 3 3	14 5 1
Rhynie	140 5 5	...	13 0 0	388 17 4	...	110 18 4	4 19 9	6 14 7	9 4 6
Savoch	...	...	16 0 0	431 10 5	...	...	2 3 7	0 4 6	10 5 10
Skene	...	...	15 0 0	432 2 3	...	...	0 18 6	0 8 0	5 6 1
Slains	...	...	15 0 0	188 1 3	...	...	2 1 2	0 14 7	6 13 6
Strathdon	...	...	10 0 0	245 1 1	...	...	1 6 0	0 6 5	23 3 9
Strichen	...	...	13 3 0	308 10 0	...	...	2 1 9	1 3 7	3 4 1
Tarland and Migvie	...	...	13 0 0	352 14 3	...	...	3 11 10	...	12 10 11
Tarves	178 8 6	9 7 0	15 0 0	627 10 4	...	...	2 2 9	6 13 0	8 0 3
Tough	...	5 5 8	10 15 0	204 8 7	...	1,385 12 11	3 16 9	2 5 2	6 18 10
Towie	105 12 11	...	9 3 9	175 1 2	...	...	...	4 13 0	0 13 6
Tullynessle and Forbes	...	...	8 0 0	301 8 2	...	...	0 7 0	...	1 5 0
Turriff	...	...	50 0 0	1,034 9 2	...	...	12 6 2	5 13 3	24 17 3
Tyrie	24 2 11	4 10 8	13 0 0	186 10 5	...	...	0 10 6	4 3 0	3 0 5
Udny	...	...	16 0 0	349 6 9	...	...	0 12 10	24 12 10	11 9 5
Ythan Wells	45 19 3	...	14 0 0	278 13 6	...	...	2 12 9	2 11 7	6 10 6
Total of Aberdeen	3,182 9 1	706 7 9	2,890 10 7	57,986 4 4	45 18 4	7,160 17 1	539 8 7	1,044 7 7	1,620 17 0

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886;	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
8 18 4	22 11 1	...	22 18 0	31 7 0	...	...	1 11 9	500 4 4	57 1 11	604 1 1
26 14 2	5 3 9	...	22 19 7	20 10 5	...	...	0 4 6	420 3 9	48 13 1	636 11 0
15 8 0	10 5 0	...	4 1 6	9 19 10	...	...	...	274 9 4	...	145 15 10
30 10 10	37 2 0	...	46 19 6	36 7 10	...	...	1 19 2	877 7 1	21 9 4	1,255 3 11
25 18 0	23 10 0	...	19 3 0	17 2 0	...	...	0 11 3	415 4 3	105 5 0	530 2 0
2 8 8	9 7 0	...	32 14 5	14 2 3	...	...	18 19 4	399 17 7	...	1,005 15 5
10 12 8	5 16 8	...	...	...	...	...	...	157 15 5	30 15 6	...
2 2 5	31 12 6	...	62 1 9	33 18 5	...	...	0 8 0	738 19 6	48 19 10	1,739 19 5
8 11 0	19 1 9	105 19 2	70 4 3	27 11 11	...	...	14 14 3	860 4 10	...	2,251 17 3
43 14 11	7 0 0	...	...	...	...	...	0 9 11	212 12 10	...	33 3 11
2 3 5	10 0 0	...	36 0 5	10 17 4	...	...	...	373 14 0	59 8 2	1,018 4 11
0 7 3	10 4 4	...	18 10 4	6 0 9	...	...	3 10 0	221 5 2	27 3 4	522 19 5
33 17 4	36 0 6	...	64 18 2	87 9 8	...	...	5 10 0	1,475 17 1	250 1 3	1,910 3 8
23 17 10	28 19 0	...	83 12 5	27 4 1	...	...	4 14 8	853 8 10	...	2,397 3 0
1 3 2	8 15 0	35 12 9	58 3 7	30 18 10	...	...	0 13 3	448 11 8	91 16 10	1,573 10 2
28 1 7	44 11 10	...	128 16 2	41 13 10	...	...	5 5 11	1,079 10 7	...	3,866 1 3
25 17 11	26 14 11	...	39 2 4	15 7 11	...	...	15 3 8	1,093 8 1	...	1,243 3 4
11 6 0	10 6 2	...	37 17 6	40 0 0	...	...	...	318 6 7	116 0 10	980 0 0
13 5 6	5 10 1	10 0 0	25 14 3	8 7 9	...	2 9 10	0 10 6	295 15 9	47 8 10	726 4 9
15 11 6	34 13 6	14 19 2	36 15 6	19 8 6	...	...	4 6 3	732 12 2	8 2 3	1,031 7 2
14 12 4	15 8 5	...	16 2 4	11 17 8	...	...	9 11 0	381 9 1	28 3 5	448 10 10
42 0 2	30 19 6	...	54 12 4	17 16 11	...	1 5 0	5 11 0	704 4 3	18 0 10	1,542 11 10
42 0 10	84 4 5	14 9 1	119 1 8	75 5 10	...	...	0 5 7	1,585 11 9	96 7 4	3,327 2 1
90 14 3	162 16 9	...	275 11 0	135 4 9	...	...	13 15 8	2,435 9 11	...	7,630 3 0
23 11 5	26 18 4	...	67 10 5	32 17 1	...	...	0 3 2	771 2 6	48 2 5	1,896 6 4
30 7 1	30 5 11	...	77 18 0	29 17 11	...	...	...	731 2 3	273 16 2	2,195 15 11
8 6 3	72 11 6	...	39 2 2	30 1 9	...	1 0 0	12 11 2	1,902 15 8	39 1 5	1,564 19 0
206 13 2	200 19 6	...	456 15 7	1,707 18 8	40 0 0	10 1 8	27 17 4	6,044 6 7	99 17 5	7,428 5 9
67 7 1	7 11 3	...	...	...	...	...	17 18 2	366 4 5	...	61 12 7
48 5 11	26 18 5	...	55 15 0	35 6 1	...	...	4 14 0	624 0 1	9 19 1	1,431 18 10
108 11 4	104 8 11	...	204 13 11	92 0 1	3 13 6	50 10 6	203 7 1	3,670 14 2	...	5,162 14 0
93 18 4	29 10 8	...	102 9 10	39 15 6	...	17 9 6	20 1 6	1,066 5 2	...	3,286 19 5
6 13 3	34 0 0	...	25 8 3	13 9 3	1 17 0	8 10 6	14 14 4	842 19 4	...	770 14 5
17 5 5	9 10 0	25 0 0	35 8 6	27 11 1	...	...	2 13 7	363 13 3	...	985 1 11
14 1 0	31 7 6	...	112 1 11	26 18 1	1 10 0	...	39 13 0	1,006 6 5	...	3,217 17 11
1 3 6	15 14 5	...	67 16 10	48 9 5	...	...	3 0 0	501 13 6	16 16 3	1,815 15 9
6 3 9	19 6 7	...	46 12 3	20 7 1	1 6 8	...	4 8 8	772 4 11	...	1,335 17 2
12 3 7	14 16 4	15 0 0	49 11 3	32 0 0	...	...	3 16 7	587 12 1	53 17 1	1,392 0 0
34 1 0	34 4 8	...	43 10 8	50 0 0	...	...	0 11 0	616 2 2	100 12 3	1,179 7 7
3 0 2	11 16 3	6 0 0	38 1 10	15 5 2	...	...	1 5 4	287 19 3	24 14 5	1,073 0 10
15 19 4	23 11 6	...	9 17 1	2 18 8	...	...	...	332 3 10	68 0 9	278 11 3
2 0 0	17 16 2	...	12 15 6	17 11 2	...	...	0 11 1	378 16 4	22 18 3	347 9 9
112 1 8	20 9 6	15 0 0	...	...	...	0 5 0	...	529 13 2	...	29 0 9
9 5 2	28 10 10	...	29 4 2	39 7 10	...	...	16 6 10	969 16 8	...	925 19 8
8 5 4	14 2 5	51 7 3	29 2 9	18 6 2	5 10 0	...	13 1 0	1,758 17 10	...	1,386 2 6
7 18 6	7 1 0	22 10 7	23 6 0	11 16 6	...	...	4 17 2	372 14 1	...	749 10 10
16 0 8	11 12 6	...	16 10 11	14 5 0	...	...	0 8 10	369 18 1	40 13 3	458 10 0
105 9 1	42 14 11	...	98 0 0	100 0 0	...	...	...	1,473 9 10	...	2,899 0 0
9 14 3	8 18 0	...	9 4 1	5 15 11	...	0 9 0	1 15 7	271 14 9	...	288 19 3
20 9 8	23 17 7	51 7 8	6 14 10	6 17 1	...	...	0 8 11	511 17 7	42 13 1	185 15 6
7 4 5	9 18 4	...	45 18 11	24 6 1	...	0 18 0	1 1 9	439 15 1	...	1,304 18 2
3,470 6 5	3 623 2 1	434 12 0	7,408 12 8	5,750 0 7	234 6 3	122 15 4	3,117 10 4	99,338 6 0	7,814 18 2	204,819 14 6

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ARGYLL.									
MAINLAND.									
Acharacle	476 11 6	10 8 11	20 0 0	256 14 9	...	...	4 17 4	6 12 0	4 19 1
Ardchattan and Muckairn	...	11 19 10	26 0 0	411 0 8	...	...	2 15 6	1 12 9	21 18 4
Ardnamurchan	1,465 7 0	33 7 3	27 10 0	368 12 6	...	148 17 0	0 12 5	27 19 11	9 13 10
Campbeltown (B.)	...	...	80 0 0	1,345 14 7	...	...	1 11 8	68 11 4	47 9 3
Campbeltown (L.)	62 2 11	...	37 2 0	610 1 2	...	370 0 0	1 8 4	1 16 11	26 9 5
Craignish	32 7 0	10 2 5	3 0 0	95 7 8	...	...	...	2 1 1	...
Cumlodden	2 13 4	3 18 2	15 0 0	211 12 2	...	...	3 3 4	2 1 7	12 13 0
Dunoon and Kilmun	290 7 4	...	88 10 0	1,819 8 10	...	...	17 4 1	33 5 8	111 1 1
Glassary	356 1 5	...	37 0 0	480 16 11	...	...	1 1 0	4 11 11	27 10 2
Glenaray and Inveraray	...	...	25 0 0	445 5 3	...	...	0 12 9	5 5 2	5 15 1
Glenorchy and Inishail	267 13 6	6 0 3	27 10 0	369 9 11	...	2 11 9	4 19 8	1 7 10	8 18 6
Inverchaolain	...	3 15 9	12 0 0	165 5 7	...	...	0 6 4	0 1 0	10 13 10
Kilbrandon and Kilchattan	298 2 7	9 2 3	20 0 0	567 16 11	...	...	3 3 10	10 6 9	27 14 5
Kilcalmonell and Kilberry	291 6 5	16 10 4	16 0 0	352 3 10	...	...	7 16 6	5 0 4	9 3 9
Kilchrenan and Dalavich	10 4 7	...	15 10 0	260 17 8	...	...	1 15 3	0 14 6	10 2 5
Kilfinan	30 7 7	13 17 7	25 0 0	556 12 0	...	...	1 19 5	11 4 2	12 8 1
Killean and Kilchenzie	...	...	28 0 0	571 1 3	...	...	3 2 10	4 16 9	13 7 1
Kilmallie	840 5 2	52 18 7	60 0 0	931 9 8	...	27 4 6	4 3 7	27 0 7	52 10 10
Kilmartin	59 14 8	...	12 0 0	188 15 0	...	...	0 3 10	2 18 2	8 11 3
Kilmodan	19 13 9	...	17 0 0	211 7 0	...	...	0 10 2	0 18 3	9 4 2
Kilmore and Kilbride	...	13 11 5	16 4 0	172 16 5	...	...	0 18 0	2 14 2	13 14 3
Kilninver and Kilmelford	13 5 7	9 0 0	19 0 0	276 0 1	...	...	2 15 4	2 16 2	6 18 2
Lismore & Appin	...	32 1 10	43 0 0	792 15 9	...	...	7 4 4	6 6 1	31 5 11
Lochgilphead	255 0 1	31 10 1	42 15 0	712 3 3	...	...	13 9 0	18 0 3	35 9 9
Lochgoilhead & Kilmorich	6 13 2	17 18 7	15 15 0	243 9 8	...	...	8 17 2	3 3 6	6 6 11
Morven	...	...	17 0 0	341 19 3	...	...	1 4 9	2 17 6	8 17 10
North Knapdale	807 8 3	14 1 6	21 0 0	371 3 1	...	...	1 13 2	1 2 7	26 0 5
Oban (B.)	55 7 4	...	61 6 0	553 8 7	...	...	7 19 6	11 8 6	15 13 4
Saddell and Skipness	136 10 6	3 15 3	11 10 0	412 16 7	...	...	0 6 10	0 9 3	7 0 3
Southend	63 6 10	...	17 18 6	269 0 4	...	...	2 10 3	0 17 3	3 15 6
South Knapdale	192 12 9	...	17 0 0	202 8 8	...	...	2 18 0	2 19 1	21 18 10
Stralachlan and Strachur	...	9 10 6	25 0 0	341 3 8	...	...	0 18 8	1 4 4	4 13 5
Strontian	340 16 8	11 7 0	20 0 0	197 10 0	...	...	2 3 11	17 11 4	5 17 0
Tarbert	781 6 10	11 5 11	25 16 0	410 12 5	...	148 6 4	5 8 6	20 6 6	6 10 10
INSULAR.									
Coll	17 16 0	...	7 10 0	104 6 3	...	...	0 12 0	6 0 1	12 8 6
Colonsay and Oronsay	...	9 0 0	147 8 6	...	...	...	...	0 3 6	0 17 6
Gigha and Cara	...	...	8 10 0	156 18 4	...	...	0 2 10	...	0 3 0
Jura	...	...	24 0 0	251 16 2	...	...	2 1 9	0 18 11	8 19 7
Kilchoman	247 17 6	...	11 8 0	575 10 7	...	...	6 1 9	6 4 10	11 7 10
Kildalton	139 3 3	4 14 6	19 4 0	594 6 9	...	...	4 15 0	9 1 4	10 19 2
Kilfinichen and Kilvickeon	213 18 8	27 19 8	25 5 0	447 3 8	...	...	3 16 9	7 2 7	41 9 0
Killarrow and Kilmeny	14 19 3	...	26 19 6	635 1 7	...	...	2 13 4	11 18 0	21 6 11
Kilninian and Kilmore	219 17 6	...	45 0 0	485 18 10	...	...	6 16 0	12 15 3	32 13 6
Salen	...	8 13 0	15 0 0	171 7 1	...	...	1 18 10	9 3 10	4 13 6
Torosay	...	...	22 5 6	221 5 7	...	...	1 16 2	3 2 11	14 3 6
Tyree	...	...	32 0 0	546 16 2	...	796 3	1 1 8	4 5 7	10 12 9
Total of Argyll	8,008 18 11	376 10 7	1,332 17 0	19,707 12 1	...	1,493 2 10	151 11 4	381 0 0	793 2 7

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
5 1 3	10 7 3	...	11 0 4	10 0 0	...	...	34 15 8	851 8 1	...	907 7 3
1 16 11	10 7 6	96 7 8	33 19 10	40 14 10	...	...	2 13 0	671 6 10	375 15 7	875 18 5
1 4 11	10 1 9	...	8 14 0	10 18 0	16 5 0	14 16 10	50 2 1	2,194 2 6	...	747 10 9
188 5 11	113 8 7	...	262 2 5	135 19 3	...	3 16 0	4 0 0	2,250 10 0	1 3 2	7,353 5 3
16 12 1	24 2 10	1 7 7	65 3 9	49 19 10	...	...	26 6 7	1,292 13 5	47 7 9	2,352 8 10
...	1 3 0	...	...	...	...	...	...	144 1 2	7 8 5	...
13 11 9	11 9 6	...	5 6 11	6 15 9	...	...	1 7 10	289 12 4	...	186 18 0
169 18 7	90 18 8	...	439 17 8	391 15 7	...	10 5 0	26 4 0	3,488 16 10	...	12,621 12 3
89 15 10	26 0 10	...	43 3 7	38 7 8	...	...	20 7 11	1,124 17 3	...	1,605 11 3
6 11 5	32 14 7	...	...	...	...	...	0 18 11	522 3 2	64 4 7	...
8 6 3	11 6 11	55 12 9	...	...	...	...	17 9 0	781 5 10	...	272 4 8
1 17 0	4 0 6	...	...	...	...	...	...	198 0 0	22 10 11	...
18 12 11	22 5 4	...	85 6 3	58 7 8	65 19 2	4 2 6	15 16 1	1,206 16 5	137 12 8	2,643 14 0
12 12 2	23 5 1	...	19 2 8	23 6 8	1 2 2	...	18 11 3	796 1 2	...	818 15 11
0 10 0	8 13 7	...	8 0 0	15 10 0	...	...	1 16 6	333 14 6	1 1 4	219 10 5
18 8 11	39 11 9	...	34 3 5	32 11 0	...	...	0 18 9	777 2 8	...	984 19 5
47 1 7	14 11 0	...	14 14 1	7 15 7	...	...	3 3 7	707 13 9	...	429 19 6
40 5 4	51 3 1	...	92 16 7	65 13 1	...	18 19 6	65 12 4	2,330 2 10	...	3,322 17 4
2 9 6	7 1 4	...	9 11 1	12 0 0	...	...	8 14 1	311 18 11	...	295 14 9
0 17 4	3 1 10	...	18 7 11	9 14 1	...	...	2 5 0	292 19 7	...	619 12 4
8 0 0	3 19 6	25 2 9	...	...	...	...	...	257 0 6	2 0 4	...
3 10 0	7 16 6	...	8 12 10	5 17 8	...	...	0 19 8	349 12 0	...	253 8 11
10 10 6	30 17 0	...	74 16 3	50 0 0	...	1 12 0	3 5 4	1,083 15 0	61 4 10	2,100 0 0
60 11 9	74 19 10	...	40 12 0	36 5 0	...	...	15 16 7	1,336 12 7	...	1,257 15 10
6 13 9	6 0 0	...	16 3 6	19 0 0	...	...	2 17 4	352 14 7	68 1 10	446 0 0
38 11 7	0 3 6	...	30 12 6	20 0 0	...	...	6 7 9	467 14 8	...	860 0 0
30 18 9	17 5 1	...	30 4 2	...	1 11 6	...	50 2 3	1,372 10 9	...	1,394 7 9
58 13 10	44 4 4	...	96 9 2	66 0 0	...	...	18 16 2	989 6 9	17 15 9	2,692 7 0
11 9 6	...	...	35 0 0	31 5 0	...	...	10 19 3	661 2 10	...	1,080 7 10
33 15 11	8 0 6	...	53 13 11	25 18 5	...	...	13 13 6	492 10 11	...	1,542 16 6
41 4 10	12 5 4	...	13 5 2	14 6 0	...	...	21 2 3	545 0 11	...	620 18 5
7 13 9	6 6 6	...	...	...	...	...	1 5 0	397 14 10	32 11 9	...
11 1 0	2 16 0	...	6 9 0	11 14 0	...	...	23 3 4	650 9 3	...	523 5 2
11 11 4	26 7 0	...	22 6 9	21 3 3	9 1 10	6 6 0	46 17 1	1,553 6 7	...	1,555 0 11
...	10 6 2	...	...	...	...	...	4 4 10	163 3 10	14 0 8	...
1 12 0	...	...	...	...	...	...	...	159 1 0	20 14 5	...
0 8 6	1 5 6	...	...	...	...	...	...	167 8 2	18 1 3	...
10 4 10	3 12 0	...	2 1 9	34 2 6	...	...	...	337 17 6	10 4 6	34 1 3
15 14 8	21 12 3	...	37 3 4	38 17 6	...	...	9 17 4	981 15 7	...	989 4 2
24 7 2	26 16 2	...	36 12 7	60 0 0	...	...	11 0 11	941 0 10	...	1,073 19 9
46 4 5	19 5 5	...	22 13 0	26 0 0	...	...	7 16 9	888 14 11	...	685 13 2
48 7 9	23 11 6	...	66 5 8	33 4 8	3 10 2	2 0 0	3 3 0	896 1 4	3 9 10	1,863 15 9
76 11 9	22 8 6	...	92 18 3	35 19 11	...	...	21 2 4	1,052 1 10	...	2,855 2 3
42 1 6	9 9 0	...	7 14 6	10 0 0	...	...	0 19 8	281 0 11	...	236 11 0
7 4 8	4 16 6	...	...	...	...	...	...	274 14 4	80 1 5	...
23 11 5	11 9 6	...	48 15 5	32 0 0	...	...	12 3 6	1,518 19 0	...	1,714 10 9
377 14 10	916 8 6	178 10 9	1,894 2 3	1,481 2 11	97 9 10	61 17 10	586 16 5	38,738 18 8	985 11 0	60,037 6 9

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
AYR.									
Alloway	...	...	12 0 0	223 10 7	...	800 13 1	2 5 2	0 7 0	3 12 5
Ardrossan	...	...	70 0 0	1,388 16 7	...	...	16 17 8	55 11 7	9 8 6
Auchinleck	641 13 10	...	38 0 0	462 6 10	...	...	0 3 8	5 15 3	18 10 0
Ayr (B.)	461 2 1	45 13 4	150 0 0	3,382 5 0	...	355 14 8	15 19 5	43 10 3	106 15 11
Ayr (L.)	...	4 6 6	0 18 0	*...	...	...	...	...	...
Ballantrae	307 9 1	1 5 4	30 0 0	454 2 8	...	...	6 12 9	10 2 1	10 13 10
Barr	10 19 10	...	13 2 0	346 1 4	...	...	4 0 0	4 6 3	2 15 3
Beith	...	30 0 5	71 0 0	1,277 6 11	...	...	7 15 2	32 10 5	13 17 0
Colmonell	30 5 1	17 10 8	25 0 0	721 18 10	...	...	3 14 9	11 8 8	17 7 8
Coylton	190 16 2	...	23 10 0	642 8 4	...	...	4 8 0	8 3 11	8 10 11
Craigie	...	4 2 0	16 1 0	137 4 8	...	...	1 5 3	0 13 0	4 0 10
Crosshill	112 11 4	...	23 0 0	375 6 4	...	...	2 15 0	4 3 6	11 15 0
Dailly	62 12 0	...	25 10 0	320 16 4	...	...	2 0 2	1 3 0	22 9 1
Dalmellington	...	...	35 0 0	364 2 8	...	...	0 18 5	26 10 3	15 8 4
Dalry	357 15 6	9 16 6	65 0 0	1,514 13 7	...	...	3 12 11	7 7 4	22 12 2
Dalrymple	...	...	18 0 0	283 6 6	...	420 9 10	3 19 7	10 17 5	12 5 6
Dreghorn	...	...	72 15 6	945 14 1	...	...	2 1 5	49 1 9	34 10 3
Dundonald	...	...	58 15 0	1,063 8 9	...	...	3 10 6	13 0 11	56 15 2
Dunlop	...	...	10 10 0	247 4 0	...	...	0 12 3	10 17 4	4 4 9
Fenwick	...	...	24 0 0	299 4 11	...	...	0 15 0	14 19 8	3 11 0
Galston	...	...	50 0 0	867 15 6	...	...	5 13 4	34 19 11	25 12 7
Girvan (B.)	309 12 9	8 10 0	54 18 0	662 0 2	...	...	...	3 3 0	8 2 6
Girvan (L.)	...	5 7 0	28 0 0	776 0 4	...	...	3 11 1	13 11 6	12 6 5
Irvine (B.)	333 1 10	7 17 0	123 10 0	1,658 10 3	...	...	10 19 7	11 8 2	68 6 5
Irvine (L.)	425 8 3	...	47 0 0	203 18 11	...	...	0 15 7	4 2 6	0 7 6
Kilbirnie	...	...	30 0 0	1,087 10 11	...	39 0 9	3 5 6	3 2 8	9 0 7
Kilmarnock (B.)	556 3 10	...	180 0 0	4,178 16 0	...	984 14 5	37 0 1	51 10 9	174 12 3
Kilmarnock (L.)	124 9 1	...	41 17 6	638 11 11	...	...	1 14 11	6 19 5	26 7 10
Kilmaurs	298 10 0	...	40 0 0	1,126 6 7	...	...	6 10 0	18 6 6	5 19 2
Kilwinning	782 6 9	...	66 1 0	1,069 19 6	...	...	6 6 0	88 13 10	21 17 11
Kirkmichael	...	...	13 0 0	212 17 0	...	...	1 5 3	1 4 11	0 19 10
Kirkoswald	1 13 3	...	20 0 0	405 5 0	...	...	0 13 1	6 16 3	5 4 10
Largs	232 12 6	...	32 0 0	672 13 4	...	...	...	19 7 11	8 1 8
Loudoun	100 2 11	...	47 0 0	888 10 11	...	...	4 18 5	12 3 11	7 4 0
Mauchline	30 2 7	...	24 0 0	491 6 1	...	...	5 6 1	1 3 9	6 2 2
Maybole	...	...	52 0 0	1,620 18 5	...	...	6 14 11	44 7 7	30 4 5
Monkton and Prestwick	46 4 9	...	25 0 0	405 15 0	...	...	1 16 0	5 0 3	12 8 1
Muirkirk	...	...	42 0 0	807 16 4	...	...	14 1 3	4 16 7	18 4 11
New Cumnock	94 11 1	...	53 0 0	859 10 0	...	...	3 8 9	13 12 6	17 9 7
Ochiltree	...	...	25 0 0	468 8 11	...	...	1 18 4	1 13 11	2 17 3
Old Cumnock	337 16 0	...	62 0 0	1,073 8 0	...	845 7 1	3 6 3	25 14 8	52 17 9
Riccarton	421 6 5	...	50 0 0	829 14 1	...	...	3 1 8	7 15 10	23 10 8
St. Quivox and Newton-on-Ayr (L.)	631 16 4	10 19 2	19 7 0	315 17 11	...	...	2 18 9	...	4 2 5
Sorn	75 8 3	...	40 0 0	1,041 1 5	...	...	7 14 3	1 15 0	18 2 8
Stair	...	3 18 9	16 0 0	206 0 0	...	...	4 15 6	5 1 8	1 0 1
Stevenston	...	19 12 8	62 0 0	921 18 9	...	1,812 15 8	4 15 11	12 19 6	30 15 0
Stewarton	158 13 2	...	60 0 0	813 4 7	...	...	3 0 8	10 12 4	13 19 6
Straiton	...	4 9 8	15 0 0	412 0 6	...	393 0 0	4 5 5	22 19 2	8 15 7
Symington	...	...	13 0 0	251 3 5	...	...	...	0 16 6	5 13 1
Tarbolton	119 3 0	...	25 0 0	311 10 0	...	...	6 13 1	2 4 0	28 12 8
West Kilbride	...	...	23 0 0	474 5 8	...	...	3 18 2	9 10 5	2 4 8
Total of Ayr	7,254 7 8	173 9 0	2,161 15 0	40,102 14 4	...	5,651 15 6	248 14 11	756 4 6	1,100 7 7

* No school under the Board.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
67 14 5	8 13 2	...	...	...	...	2 0 0	0 15 4	1,121 11 2	...	790 0 0
52 13 8	111 6 1	...	315 9 9	110 15 3	...	...	32 10 0	2,163 9 1	...	8,915 16 7
12 14 4	27 11 8	...	22 1 7	30 4 8	...	...	56 8 7	1,315 10 5	...	1,062 15 1
48 17 10	161 15 3	...	625 3 4	557 2 4	...	10 10 0	206 18 4	6,131 7 9	...	16,355 6 7
...	...	...	...	...	...	...	...	5 4 6	16 5 6	6 6 0
29 11 1	16 9 6	...	77 0 2	40 1 7	...	...	17 4 10	1,000 12 11	...	2,333 3 0
11 8 2	23 0 0	...	27 6 10	33 6 8	...	...	1 9 6	477 15 10	25 10 4	711 13 4
47 7 2	65 7 1	...	55 4 1	59 18 4	...	...	29 14 2	1,690 0 9	95 19 10	1,519 18 8
21 1 3	24 11 0	...	49 5 6	46 3 6	...	0 16 6	6 9 4	975 12 9	62 16 7	1,325 8 9
47 5 19	25 3 11	...	40 5 1	36 0 0	...	...	11 18 5	1,038 10 7	...	1,348 12 7
3 10 6	7 18 3	...	26 5 0	25 0 0	...	...	...	226 0 6	103 5 4	725 0 0
20 16 6	28 8 0	...	57 13 2	43 9 0	10 5 4	...	11 19 11	702 3 1	...	1,726 18 5
2 19 1	18 10 7	...	59 19 0	35 19 9	...	...	7 19 9	559 18 9	...	1,705 3 2
9 18 1	25 0 8	...	74 5 4	107 14 8	...	...	1 9 10	660 8 3	...	2,072 3 1
25 8 0	82 3 2	31 16 6	130 0 7	76 17 5	...	...	30 0 0	2,357 3 8	...	3,945 18 11
5 13 1	11 12 10	...	45 3 8	27 12 9	...	...	11 11 6	850 12 2	...	1,506 13 6
21 19 1	60 7 7	...	93 3 3	128 6 8	...	3 10 0	20 12 3	1,432 1 10	143 2 7	2,533 10 0
192 1 7	69 13 6	...	86 1 11	112 13 4	...	...	44 1 3	1,700 1 11	...	2,516 13 6
19 14 9	19 0 7	...	55 16 3	52 18 9	...	...	...	420 18 8	122 15 0	1,541 15 10
7 5 5	11 14 2	...	32 17 4	41 13 4	...	...	0 11 1	436 11 11	50 0 6	874 3 4
20 6 3	71 0 7	...	64 14 2	90 0 0	...	...	4 15 2	1,234 17 6	15 11 0	1,726 13 4
30 13 11	17 15 7	...	48 5 6	15 13 3	...	...	22 7 11	1,181 2 7	...	2,899 6 2
65 11 7	17 19 0	...	61 2 5	45 4 1	...	5 3 6	11 14 8	1,045 2 7	...	1,720 14 1
41 8 4	36 15 0	...	161 1 9	112 10 0	...	14 3 6	83 6 9	2,662 18 7	...	4,796 0 3
2 10 8	9 9 2	...	...	...	1 4 0	...	52 14 9	747 11 4	...	321 18 11
3 4 3	...	...	93 5 2	74 19 11	...	...	4 3 3	1,347 13 0	315 14 4	2,598 1 8
186 15 10	144 1 10	...	334 5 2	336 5 0	...	15 6 6	60 7 2	7,289 18 10	21 10 2	9,527 1 1
3 8 9	24 15 6	...	116 13 4	166 13 4	...	10 0 0	6 14 4	1,178 5 11	...	3,425 6 6
83 18 6	80 7 2	...	90 7 4	188 0 2	...	...	16 19 5	1,955 4 10	...	2,727 12 11
32 6 4	49 16 8	33 7 4	258 10 0	137 14 6	...	0 11 6	48 2 2	2,600 13 6	...	8,172 0 10
...	9 10 3	26 13 2	41 11 8	22 2 3	...	...	1 13 11	330 18 3	..	1,172 11 5
13 14 8	14 14 5	...	39 17 5	21 0 3	...	...	3 15 11	532 15 1	...	1,186 14 6
95 4 8	38 7 9	...	...	...	16 3 8	0 10 0	9 11 9	1,124 13 3	20 5 6	...
33 9 0	29 12 6	...	80 19 8	82 2 10	...	...	11 8 0	1,297 12 2	81 3 3	2,231 13 1
13 8 10	17 2 7	...	...	...	...	...	16 17 9	605 9 10	6 8 6	...
38 0 5	50 19 0	...	227 5 1	71 2 5	...	2 0 0	29 5 11	2,172 18 2	115 17 11	6,421 16 8
5 3 8	24 12 3	...	90 5 0	58 1 6	...	...	13 15 0	688 1 6	...	2,329 11 7
38 3 5	39 4 8	...	150 18 8	121 10 2	2 16 3	1 2 0	0 13 0	1,241 9 3	55 11 3	3,766 5 8
30 2 7	70 10 7	10 0 0	166 8 9	210 0 0	...	0 14 9	13 16 0	1,543 4 7	15 16 6	4,511 13 4
9 10 9	17 0 0	...	38 6 4	20 4 6	...	...	...	585 0 0	211 0 5	1,074 10 1
64 3 4	57 18 10	...	147 5 5	141 9 0	...	...	37 10 8	2,848 17 0	...	5,075 6 9
27 19 6	57 7 8	...	...	...	...	1 15 7	37 5 9	1,464 17 2	...	258 5 11
4 1 3	19 0 9	...	20 17 8	60 0 0	9 10 6	...	24 5 9	1,122 17 6	274 13 0	940 0 0
21 3 4	30 17 0	...	12 2 11	12 6 6	37 11 3	...	11 3 10	1,309 6 5	...	437 19 9
4 15 3	12 14 2	...	...	...	0 8 4	...	...	254 13 9	144 8 3	...
49 13 10	81 14 9	...	190 10 4	176 12 11	10 6 4	...	8 3 4	3,381 19 0	...	5,640 15 1
39 12 11	57 2 11	19 3 8	157 8 8	133 3 4	...	...	3 9 7	1,469 11 4	...	4,352 4 1
3 8 7	38 4 0	...	68 6 11	60 12 6	...	...	16 8 2	1,047 10 6	45 13 7	2,174 7 6
5 10 6	9 4 0	...	32 1 9	22 18 3	...	...	0 5 1	340 12 7	35 13 11	893 18 3
12 0 2	25 18 11	...	68 19 7	100 0 0	...	...	6 4 8	706 6 1	...	1,949 15 2
28 17 8	20 17 10	...	77 15 4	43 14 1	...	...	2 10 1	686 13 11	3 2 8	2,160 2 6
1,656 8 7	1,972 13 4	126 0 8	4,712 7 10	4,089 18 9	88 7 8	68 3 10	1,051 3 4	71,214 12 6	2,012 5 11	138,509 7 5

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BANFF.									
Aberlour	...	12 14 1	18 13 0	536 0 11	...	...	4 0 1	3 8 10	6 17 0
Alvah	...	...	14 0 0	285 16 1	...	...	3 1 0	0 6 5	5 18 2
Banff (B.)	498 15 4	...	79 9 2	1,058 5 3	...	...	14 9 11	8 9 4	35 18 4
Banff (L.) and Ord	...	...	15 0 0	228 12 4	...	...	3 10 0	1 9 9	11 16 10
Botriphnie	...	12 13 3	13 0 0	163 3 8	...	...	1 3 3	1 12 9	2 16 6
Boyndie	...	9 6 2	15 0 0	501 19 3	...	...	2 5 8	2 18 4	19 3 2
Cullen	82 8 0	3 14 9	37 2 0	639 19 11	...	343 0 0	1 19 10	4 0 9	30 14 3
Deskford	...	...	16 10 0	262 11 6	...	...	2 4 5	1 15 10	15 3 3
Enzie	...	...	25 0 0	544 6 3	...	...	5 6 4	2 11 4	11 19 2
Fordyce	...	...	44 12 10	1,314 19 8	...	...	10 6 10	9 15 1	47 2 1
Forglen	8 11 9	...	12 10 0	306 3 8	...	...	0 15 7	...	6 16 8
Gamrie	210 3 9	...	70 0 0	1,635 1 7	...	...	3 9 0	7 3 1	35 12 10
Glenrinnes	...	4 15 2	6 0 0	120 16 6	...	...	0 17 6	0 3 9	3 5 4
Grange	202 0 11	...	17 0 0	448 18 3	...	...	1 4 0	...	6 9 2
Inveravon	...	...	20 15 0	376 5 11	...	...	2 10 4	...	7 11 5
Inverkeithny	16 9 7	2 10 0	15 0 0	247 18 5	...	...	2 8 11	1 17 8	14 14 6
Keith	...	26 6 5	53 0 6	1,412 5 9	...	...	11 5 4	25 7 4	16 10 9
Kirkmichael	...	...	12 10 0	249 19 0	...	...	0 7 10	1 14 8	3 17 10
Marnoch	690 12 7	10 18 9	37 1 0	809 5 5	...	24 7 0	4 0 5	6 4 0	18 3 8
Mortlach	244 11 7	...	30 2 0	539 2 5	...	...	5 5 8	7 8 4	10 4 6
Ordiquhill	...	...	17 0 0	166 8 7	...	...	3 18 6	...	1 12 2
Rathven	...	...	30 0 0	1,775 4 11	...	...	6 18 10	13 6 6	23 6 2
Rothiemay	...	4 4 10	20 6 6	366 3 11	...	240 3 2	1 14 7	2 16 4	2 3 7
St. Fergus	...	11 14 2	21 19 2	389 8 0	...	...	13 15 0	6 16 7	13 11 4
Total of Banff	1,953 13 6	98 17 7	691 11 2	14,378 17 2	...	607 10 2	106 18 10	109 6 8	428 8 8
BERWICK.									
Abbey St. Bathans	...	...	5 0 0	147 14 2	...	...	0 2 6	3 1 5	0 19 9
Ayton	...	...	25 0 0	524 10 8	...	...	1 9 8	1 13 3	16 4 8
Bunkle and Preston	...	2 13 5	9 0 0	168 1 0	...	...	0 10 4	2 7 1	1 2 5
Channelkirk	9 15 6	...	14 0 0	171 4 4	...	...	1 5 6	2 1 5	0 14 3
Chirnside	...	...	18 0 6	335 12 6	...	...	...	1 1 7	8 8 1
Cockburnspath	9 2 10	...	12 12 6	259 6 6	...	...	0 10 6	0 11 3	...
Coldingham	...	...	43 0 0	920 15 2	...	85 7 2	7 19 10	10 8 4	6 3 10
Coldstream	...	...	32 0 0	677 6 11	...	...	4 13 6	10 2 2	8 13 5
Cranshaws	...	...	5 5 0	143 11 11	...	...	0 12 0	0 11 0	0 9 2
Duns	49 18 8	...	52 2 0	580 13 3	...	...	9 7 3	19 4 8	18 4 5
Earlston	...	...	17 10 0	438 19 11	...	...	1 11 0	4 13 1	12 18 6
Eccles	31 8 3	...	15 0 0	445 8 4	...	100 0 0	1 17 0	3 14 11	7 13 4
Edrom	...	...	25 15 0	380 4 9	...	...	1 16 11	3 13 0	25 18 6
Eyemouth	22 6 0	...	42 2 6	614 0 10	...	76 4 0	10 5 4	4 13 4	33 8 3
Fogo	3 12 1	...	12 13 0	169 9 3	...	...	0 17 5	1 12 8	1 3 0
Foulden	...	...	10 8 0	126 4 4	...	...	0 10 6	1 5 0	1 2 0
Gordon	...	3 2 11	10 10 0	252 2 3	...	170 0 0	4 12 7	5 13 10	0 11 3
Greenlaw	...	...	13 15 0	330 15 9	...	...	3 6 2	4 14 2	6 0 7
Hume and Stitchell	...	...	12 0 0	293 10 9	...	...	1 1 8	1 16 5	2 1 10
Hutton	10 13 5	4 6 0	10 0 0	179 0 6	...	...	0 19 1	2 4 8	0 17 7
Ladykirk	...	...	2 10 0	210 17 11	...	...	0 4 9	0 14 11	1 5 3
Langton	4 16 6	...	9 0 0	248 13 7	...	...	0 7 8	...	2 15 8
Lauder	...	...	20 0 0	479 12 9	...	...	1 12 1	10 6 0	6 2 10
Legerwood	10 1 4	...	6 0 0	152 4 0	...	...	0 6 0	1 6 8	0 16 10
Longformacus	76 2 0	...	7 0 0	138 10 6	...	...	0 6 3	3 7 8	0 18 0
Mertoun	...	...	10 0 0	138 15 0	...	243 11 0	0 6 0	2 12 11	0 12 4
Mordington	6 8 10	2 10 0	12 0 0	125 8 3	...	...	...	1 7 10	1 16 11
Nenthorn	2 10 4	...	10 10 0	167 5 6	...	...	0 1 0	...	1 0 2
Polwarth	0 7 6	...	7 0 0	108 2 3	...	...	0 2 6	0 5 0	1 0 2

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
31 19 3	17 7 4	...	30 3 8	18 14 7	...	...	2 6 5	652 5 2	14 13 6	803 14 2
25 3 5	14 6 10	...	...	...	...	...	4 3 8	352 15 7	...	3 2 6
54 5 8	60 11 8	...	...	...	...	...	53 1 3	1,863 5 11	...	556 9 0
21 19 7	14 4 5	227 16 2	24 8 3	22 10 0	...	...	...	371 7 4	35 10 5	675 0 0
14 1 0	12 9 3	...	31 10 6	12 18 8	...	...	...	265 8 10	114 9 11	887 14 8
9 12 10	24 8 6	...	65 14 7	19 12 2	...	...	10 10 10	680 11 6	62 3 11	1,898 17 1
42 4 9	21 19 4	...	69 17 8	27 2 6	...	10 1 3	30 4 9	1,344 9 9	...	2,339 6 9
1 12 0	13 15 9	...	31 16 4	10 16 2	...	...	...	356 5 3	...	970 15 1
20 6 1	18 11 0	...	41 8 6	16 7 5	...	2 16 3	3 5 6	691 17 10	124 12 11	1,167 5 0
57 18 4	65 10 9	...	161 3 3	103 14 1	21 6 10	2 6 6	13 0 5	1,851 16 8	...	4,322 9 7
7 19 8	13 14 5	...	24 19 7	22 14 0	...	...	2 0 11	406 6 3	...	666 12 6
15 17 5	94 9 5	...	128 18 3	81 13 4	...	...	12 14 0	2,295 2 8	...	3,990 3 3
0 15 1	...	...	...	...	6 1 8	...	1 1 0	143 16 0	77 3 4	...
9 1 6	19 9 0	...	77 15 1	24 9 5	...	...	6 1 7	812 8 11	...	2,407 17 8
54 1 1	26 12 6	...	23 16 10	19 9 10	...	...	3 6 7	534 9 6	...	798 18 8
5 8 0	9 1 0	...	4 8 3	9 13 1	...	...	16 9 8	345 19 1	...	130 14 11
35 10 2	81 8 8	...	107 19 6	101 15 6	2 3 0	...	17 6 3	1,890 19 2	227 13 2	2,974 19 4
11 7 7	18 3 10	...	...	...	...	...	4 9 8	302 10 5	37 4 2	...
40 14 11	52 19 0	...	62 10 1	32 13 3	...	...	37 2 9	1,826 12 10	...	2,464 0 10
15 5 5	40 0 3	52 0 1	46 16 6	20 9 8	...	...	8 10 7	1,019 17 0	...	1,609 18 4
16 2 8	14 16 6	...	3 12 6	5 9 6	...	...	...	229 0 5	4 2 0	98 2 9
49 0 1	64 1 11	...	274 4 10	103 10 3	...	13 3 2	7 17 9	2,480 14 5	...	7,652 15 11
20 1 5	21 7 6	...	24 9 1	13 0 3	...	...	0 7 7	723 18 9	...	848 1 7
6 19 7	17 3 4	...	66 5 7	21 10 7	...	...	...	569 3 4	180 0 9	1,872 5 3
567 7 6	736 12 2	79 16 3	1,301 18 10	688 4 3	29 11 6	28 7 2	234 1 2	22,041 2 7	877 14 1	39,139 4 10
0 15 9	1 12 0	...	...	...	...	...	...	159 5 7	42 4 6	...
16 6 0	14 6 0	...	31 5 8	76 0 9	...	...	2 6 9	709 3 5	53 16 5	826 1 8
9 8 1	2 19 6	...	...	...	...	...	1 19 2	198 1 0	55 2 5	...
14 1 0	13 4 8	...	14 0 9	14 4 9	...	2 5 6	1 13 4	258 11 0	9 4 8	386 16 4
7 3 0	13 12 9	...	10 15 5	10 19 7	...	...	0 10 7	406 4 0	2 0 10	296 15 9
17 15 6	7 1 0	...	...	...	...	...	...	307 0 1	7 11 5	...
23 7 10	31 10 6	...	52 17 3	48 9 3	...	2 0 10	1 1 0	1,283 1 0	139 18 11	1,438 12 8
45 1 5	34 10 6	...	73 3 9	49 15 5	...	...	2 3 3	937 10 4	252 18 4	2,041 5 3
3 7 5	2 10 0	...	...	...	...	...	...	156 6 6	12 2 9	...
16 15 6	61 0 9	...	213 14 7	111 2 5	...	...	17 5 6	1,149 9 0	...	5,780 15 7
7 5 4	28 15 4	...	53 3 7	26 10 11	...	...	0 8 0	591 15 8	...	1,521 18 0
4 3 7	14 6 0	...	...	...	...	...	4 0 5	627 11 10	...	80 7 10
20 5 11	23 0 0	...	15 3 11	9 7 5	...	...	2 2 0	507 7 5	62 19 10	424 15 6
11 15 4	58 8 9	...	77 19 8	24 6 4	...	...	4 15 4	980 5 8	31 5 10	2,203 17 5
47 12 7	10 12 4	...	...	...	...	...	...	247 12 4	...	17 6 5
11 4 5	5 8 0	...	...	...	...	...	...	156 2 3	...	4 5 5
3 1 2	13 1 7	...	...	...	...	...	...	462 15 7	...	119 15 10
6 10 9	25 11 3	...	46 11 7	22 5 4	...	...	4 13 11	464 4 6	56 10 4	1,308 11 8
8 8 8	15 0 0	...	...	...	...	...	...	333 19 4	140 0 3	...
10 0 5	7 2 6	...	4 1 2	16 0 0	...	...	...	245 5 4	...	107 12 11
7 13 6	6 12 8	...	5 17 7	8 0 0	...	...	0 8 1	244 4 8	...	165 4 9
...	11 19 9	...	26 15 4	19 5 8	0 15 0	...	1 11 0	326 0 2	...	767 7 9
5 3 0	35 14 7	...	44 7 8	42 14 4	1 9 6	...	9 12 10	656 15 7	360 9 8	1,280 15 2
0 2 4	6 0 0	...	15 6 5	8 1 11	...	...	0 11 1	200 16 5	31 2 7	429 12 1
1 12 0	4 10 0	...	...	...	...	...	3 6 0	285 12 5	...	32 9 11
...	12 17 0	...	...	...	...	...	2 14 2	411 8 5	...	135 12 11
0 7 0	2 0 0	...	11 1 11	10 18 1	...	...	...	173 13 10	4 13 4	306 7 3
10 7 10	6 3 4	...	...	...	...	...	0 14 4	198 12 6	...	4 6 7
7 0 3	5 19 5	...	...	...	...	...	1 1 0	130 18 1	...	11 5 5

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BERWICK—*contd.*									
Swinton . .	137 8 2	...	15 0 0	269 0 7	...	...	...	1 5 8	5 11 5
Westruther . .	...	...	8 0 0	146 0 0	...	...	...	1 9 4	1 0 2
Whitsome . .	...	...	11 10 0	251 2 10	...	...	0 7 10	0 12 10	4 9 11
Total of Berwick	374 11 5	12 12 4	504 3 6	9,594 6 3	...	675 2 2	57 2 10	108 11 11	180 4 6
BUTE.									
Cumbrae . .	...	...	22 0 0	312 0 10	...	...	7 18 0	60 14 6	13 9 3
Kilbride . .	...	...	17 10 0	432 13 2	...	...	2 4 7	3 10 6	17 10 5
Kilmory . .	...	...	28 0 0	665 16 5	...	...	2 3 9	1 1 8	28 18 10
Kingarth . .	4 0 3	...	25 0 0	384 11 10	...	...	1 7 0	4 2 11	26 9 4
North Bute and Rothesay (L.) .	10 6 1	...	21 0 0	336 10 10	...	...	1 19 4	0 13 4	15 1 8
Rothesay (B.) .	1,681 8 0	...	70 0 0	1,351 4 7	...	81 12 4	9 5 1	81 16 0	37 15 3
Total of Bute .	1,695 14 4	...	183 10 0	3,982 17 8	...	81 12 4	24 17 9	151 18 11	139 4 9
CAITHNESS.									
Bower . . .	89 5 1	...	25 0 0	445 9 11	...	...	6 4 6	2 14 11	17 6 1
Canisbay . .	10 17 8	...	30 0 0	426 5 4	...	...	0 19 6	4 5 4	19 10 1
Dunnet . .	...	...	24 10 0	333 0 1	...	...	4 17 3	2 12 9	16 17 6
Halkirk . .	...	...	25 0 0	733 18 5	...	...	5 17 2	...	27 18 1
Keiss . . .	61 17 10	...	19 0 0	282 18 7	...	...	1 10 1	4 4 1	9 7 1
Latheron . .	...	...	75 11 3	1,221 16 4	...	...	6 15 6	4 7 10	62 13 5
Olrig . . .	12 3 11	...	27 12 6	401 14 6	...	...	3 19 1	7 1 0	8 3 9
Reay . . .	...	...	36 10 0	504 5 2	...	9 4 0	3 7 8	1 0 6	8 0 3
Thurso . .	48 10 5	...	43 10 0	706 17 11	...	...	5 15 2	12 12 0	25 3 5
Watten . .	...	...	20 0 0	345 17 6	...	...	0 18 10	2 0 0	9 5 1
Wick (B.) . .	1,361 10 4	...	58 10 0	1,340 19 2	...	...	1 12 11	13 6 2	39 19 1
Wick (L.) . .	1,083 4 7	...	67 10 0	1,282 19 7	...	...	7 15 10	25 1 1	71 7 4
Total of Caithness	2,667 9 10	...	447 13 9	8,026 2 6	...	9 4 0	49 13 6	79 5 8	315 11 2
CLACKMANNAN.									
Alloa (B.) . .	...	34 4 3	71 0 0	1,509 5 2	...	64 8 1	15 14 10	38 12 7	52 11 2
Alloa (L.) . .	105 17 2	...	35 0 0	694 13 10	20 0 0	310 0 0	1 7 11	5 18 0	38 15 1
Clackmannan .	117 10 2	...	52 0 0	864 8 5	...	...	3 7 4	18 6 1	21 8 3
Dollar . .	...	10 18 6	7 0 0	*...	...	...	0 6 0	0 16 6	1 2 1
Tillicoultry . .	34 19 10	...	46 0 0	1,162 17 6	...	...	2 19 7	70 8 3	54 0 6
T. of Clackmannan	258 7 2	45 2 9	211 0 0	4,231 4 11	20 0 0	374 8 1	23 15 8	134 1 5	167 17 1
DUMBARTON.									
Arrochar . .	...	3 0 1	15 0 0	224 11 8	...	...	...	...	0 16 0
Bonhill . .	282 2 8	...	109 0 0	2,614 4 10	...	57 6 0	11 13 1	167 17 1	122 4 0
Cardross . .	572 18 4	...	80 0 0	1,068 5 10	...	...	10 19 4	37 18 7	68 13 0
Cumbernauld .	252 0 7	...	48 0 0	475 9 2	...	...	13 3 7	46 2 1	45 6 3
Dumbarton (B.) .	3,624 4 8	6 7 0	122 10 0	2,916 13 2	...	1,914 3 3	47 2 0	110 0 1	119 17 4
Dumbarton (L.) .	...	...	9 2 0	...	...	...	0 2 6	...	...
Kilmaronock	83 10 4	...	11 18 11	213 5 10	...	...	3 11 0	5 11 9	3 12 11
Kirkintilloch (B.).	89 16 6	...	104 17 5	1,306 15 0	..	...	25 1 4	80 5 1	18 19 8
Kirkintilloch (L.).	143 14 8	...	51 0 0	279 10 10	...	...	3 1 3	6 1 7	9 17 8
Luss . . .	...	2 18 0	15 0 0	155 8 9	...	...	...	...	0 14 0
New Kilpatrick .	...	...	115 10 0	2,082 12 2	...	677 7 5	12 1 10	29 0 3	116 18 11
Old Kilpatrick .	411 19 6	...	100 0 0	1,777 13 5	...	2,711 3 0	23 9 2	65 12 5	186 5 0
Roseneath . .	168 0 0	...	25 0 0	584 9 9	...	137 13 11	1 7 9	3 2 1	10 0 10
Row . . .	...	...	155 0 0	2,406 8 10	...	...	14 19 3	66 6 10	98 4 8
T. of Dumbarton .	5,628 7 3	12 5 1	961 18 4	16,115 9 3	...	5,497 13 7	166 12 1	617 17 10	801 10 3

* No school under the Board.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
6 15 10	32 4 11	...	51 19 11	27 12 5	...	...	6 8 10	553 7 9	...	1,632 10 1
16 8 7	9 2 4	...	10 4 3	24 19 1	...	...	...	217 3 9	33 16 1	266 16 10
3 2 1	11 3 8	...	34 19 6	28 3 4	...	...	0 1 11	345 13 11	...	989 12 9
343 2 1	528 1 1	...	793 9 11	578 12 0	2 4 6	4 6 4	69 8 6	13,825 19 4	1,295 18 2	22,530 19 9
30 4 6	23 19 6	...	34 1 11	37 2 4	...	...	1 16 0	543 6 10	...	974 9 11
17 2 3	5 10 0	32 12 3	79 10 9	65 16 8	...	...	...	674 0 7	364 1 10	2,206 18 4
32 18 0	0 15 0	...	94 10 0	87 10 0	...	...	0 2 10	941 16 6	...	2,620 2 6
25 4 7	14 5 5	...	23 7 0	21 16 11	...	...	1 4 6	531 9 9	...	661 14 0
17 11 6	10 1 6	...	50 15 4	45 17 6	...	...	4 17 3	514 14 4	...	1,436 15 2
54 4 7	43 12 6	...	86 10 5	76 15 5	...	...	98 10 7	4,172 14 9	...	3,832 18 9
177 5 5	98 3 11	32 12 3	368 15 5	334 18 10	...	...	106 11 2	7,378 2 9	364 1 10	11,732 13 8
6 6 10	16 14 0	...	65 5 6	45 0 0	...	...	4 11 2	723 18 0	...	1,911 8 5
16 9 6	7 0 0	...	51 0 1	45 0 0	...	...	1 12 7	613 0 1	44 9 11	1,415 12 6
9 7 6	4 10 0	...	42 7 9	28 0 0	...	...	1 16 6	467 19 4	...	1,211 13 11
24 9 8	10 10 0	...	52 1 7	27 10 9	...	...	..	907 5 8	355 11 9	1,460 8 9
17 9 5	9 13 6	19 5 6	54 10 7	38 0 0	...	2 8 4	5 9 6	525 14 6	...	1,559 4 6
45 11 4	44 9 9	...	356 16 6	240 0 0	1 2 9	...	8 3 11	2,067 8 7	681 0 10	9,960 0 0
9 16 4	22 19 4	48 2 4	55 6 0	21 17 4	...	...	8 5 5	627 1 6	...	1,589 5 0
25 2 9	20 5 8	...	90 10 2	28 16 10	...	...	2 2 7	729 5 7	43 0 4	2,557 2 8
69 14 3	30 15 1	154 11 5	55 11 1	32 18 11	...	8 14 6	19 4 0	1,213 18 2	...	1,780 19 11
20 0 4	13 11 6	...	40 3 7	28 0 0	...	2 0 1	...	481 16 11	212 6 6	1,120 0 0
47 17 8	40 5 11	...	88 4 5	60 17 8	...	...	84 5 8	3,132 9 0	...	3,295 0 4
40 16 3	25 17 1	8 17 10	231 0 0	160 0 0	3 12 7	...	51 15 2	3,059 17 4	...	7,580 19 1
333 1 10	246 11 10	230 17 1	1,182 17 3	756 1 6	4 15 4	13 2 11	187 6 6	14,549 14 8	1,336 9 4	35,441 15 1
27 4 10	67 0 10	...	164 13 0	115 4 9	...	6 4 6	7 16 5	2,174 0 5	...	4,636 18 1
9 10 8	22 1 9	...	16 11 4	61 7 4	13 16 4	...	10 2 8	1,345 2 1	...	764 3 4
50 14 11	53 12 6	...	86 10 4	96 11 7	...	...	9 9 11	1,375 19 6	...	2,560 2 10
...	...	...	...	...	...	...	...	20 3 1	17 3 3	...
124 4 5	89 7 4	...	74 6 9	69 1 7	1 4 8	...	2 19 10	1,732 10 3	...	2,207 3 2
211 14 10	232 2 5	...	342 1 5	344 5 3	15 1 0	6 4 6	30 8 10	6,647 15 4	17 3 3	10,168 7 5
...	...	...	...	...	...	...	...	253 7 9	...	12 4 1
246 17 6	156 10 8	...	283 15 5	273 18 9	...	4 17 6	17 6 5	4,347 13 11	...	8,333 11 9
85 13 0	70 15 3	...	58 18 4	158 6 8	...	...	44 12 2	2,257 0 6	...	2,033 15 5
40 15 11	37 7 9	64 17 3	110 6 1	56 6 3	...	...	8 15 2	1,198 10 1	...	3,137 15 4
308 5 10	200 12 1	...	295 4 5	312 13 2	94 16 9	...	45 1 1	10,117 10 10	...	12,192 11 2
...	...	66 5 10	...	...	...	...	...	75 10 4	99 16 10	97 3 4
9 12 8	11 13 0	7 3 0	23 0 1	20 9 11	0 1 2	...	5 4 5	398 15 0	...	636 16 9
102 0 9	92 7 2	...	112 0 2	37 3 7	...	2 12 3	32 0 0	2,003 18 11	128 7 10	3,163 0 1
26 18 6	13 8 5	12 3 9	54 11 8	54 3 5	...	1 10 0	7 16 2	663 17 11	...	1,636 7 6
0 14 6	4 0 0	...	...	...	...	...	0 2 3	178 17 6	...	2 14 5
231 18 9	106 15 11	109 1 8	170 12 3	162 7 4	...	...	4 7 6	3,868 14 0	...	4,931 12 11
89 11 9	119 13 9	...	387 18 10	158 13 9	28 19 11	0 5 0	73 6 10	6,134 12 4	...	12,541 11 1
49 4 5	29 6 2	...	4 6 2	10 1 2	...	...	22 14 8	1,045 6 11	...	390 15 9
98 2 6	201 19 10	...	338 15 11	186 16 11	...	5 5 0	44 1 0	3,616 0 9	578 15 9	9,513 3 10
1,339 16 1	1,044 10 0	259 11 6	1,839 9 4	1,431 0 11	123 17 10	14 9 9	305 7 8	36,159 16 9	807 0 5	58,623 3 5

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
DUMFRIES.									
Annan (incl. B.)	100 13 8	...	45 0 0	1,113 9 3	...	...	10 18 5	44 9 8	35 11 0
Applegarth and Sibbaldbie	10 4 3	...	14 4 0	222 2 7	...	...	1 10 4	1 6 2	1 0 2
Brydekirk	4 14 4	...	15 0 0	161 19 4	...	...	1 2 5	1 2 1	1 5 5
Canonbie	68 13 0	7 2 11	25 11 3	862 6 9	...	...	4 4 4	24 1 1	13 4 1
Caerlaverock	4 0 1	...	15 0 0	156 5 8	...	...	...	18 18 10	3 1 0
Closeburn	26 13 1	...	15 0 0	218 18 4	...	34 3 6	0 8 8	1 1 7	8 6 9
Cummertrees	...	...	13 0 0	276 7 9	...	...	2 6 0	0 12 0	5 6 9
Dalton	...	...	8 0 0	150 10 7	...	...	1 19 0	0 17 11	1 12 10
Dornock	44 8 10	...	13 0 0	266 3 5	...	...	0 10 0	...	2 5 2
Dryfesdale	120 11 7	18 1 0	74 4 0	677 15 10	...	...	6 3 1	16 10 10	33 10 4
Dumfries (B.)	218 0 8	...	150 0 0	1,787 7 6	...	1,115 3 1	16 10 0	154 16 2	128 10 8
Dumfries (L.)	62 5 10	...	53 0 0	852 8 4	...	...	16 12 0	11 1 11	8 2 2
Dunscore	...	...	16 0 0	431 7 10	...	...	4 5 5	2 4 3	1 2 0
Durrisdeer	25 18 5	...	25 0 0	412 10 1	...	...	1 0 6	1 10 3	2 18 5
Eskdalemuir	...	...	2 0 0	207 10 0	...	...	1 10 0	2 6 4	1 14 10
Ewes	...	...	12 0 0	136 11 8	...	...	0 6 8	0 3 8	2 4 6
Glencairn	97 17 11	...	20 12 6	540 19 8	...	...	4 0 9	3 13 10	6 9 6
Gretna	26 1 7	3 15 0	15 0 0	424 8 7	...	...	2 1 0	1 1 9	8 4 11
Halfmorton	49 5 4	3 15 6	5 18 0	171 8 7	...	...	2 0 0	0 4 5	1 6 2
Hoddam	25 2 4	...	15 0 0	305 0 0	...	...	3 4 6	5 10 5	2 1 1
Holywood	...	...	16 0 0	471 12 5	...	...	8 10 0	3 18 4	1 0 9
Hutton and Corrie	129 6 8	3 15 3	17 10 0	281 10 2	...	...	9 18 6	12 6 0	3 6 10
Johnstone	...	3 17 8	14 14 0	197 15 3	...	...	1 14 6	0 2 0	0 10 0
Keir	1 11 5	6 3 7	9 0 0	263 16 6	...	...	0 11 7	4 16 6	8 1 0
Kirkconnel	22 17 10	...	14 0 0	468 5 8	...	...	6 1 5	4 14 1	2 17 11
Kirkmahoe	305 14 9	...	24 3 4	321 0 10	...	...	2 13 7	0 17 8	24 0 0
Kirkmichael	28 14 0	...	12 0 0	300 14 8	...	...	1 10 0	0 7 0	1 4 7
Kirkpatrick-Fleming	...	...	17 0 0	343 6 1	...	...	1 5 8	1 1 0	4 1 7
Kirkpatrick-Juxta	142 8 5	...	16 0 0	299 3 0	...	40 0 0	1 3 6	1 3 8	4 10 2
Langholm	496 1 11	...	20 0 0	1,136 15 10	...	...	3 5 1	60 2 11	32 18 1
Lochmaben (incl. B.)	44 15 4	...	33 0 0	666 13 0	...	...	1 19 5	1 19 5	9 2 6
Middlebie	26 16 9	...	15 10 0	301 4 7	...	...	1 12 6	0 6 0	3 19 10
Moffat	3 4 3	...	28 0 0	722 2 6	...	988 1 9	14 17 9	22 3 1	40 3 8
Morton	1 11 9	...	22 10 0	457 9 0	...	...	7 3 2	1 14 4	32 14 8
Mouswald	9 1 2	2 14 6	7 10 0	197 11 10	...	...	1 10 4	6 13 7	0 11 3
Penpont	...	12 14 10	15 10 0	347 13 9	...	...	...	0 10 2	2 19 7
Ruthwell	15 3 8	...	9 0 0	188 16 0	...	...	...	18 2 11	1 10 8
St. Mungo	26 2 9	3 15 3	18 10 0	282 18 8	...	...	3 7 9	3 19 5	1 7 6
Sanquhar (incl. B.)	...	...	24 6 0	330 4 11	...	...	2 9 11	3 3 8	4 5 8
Tinwald	...	...	13 0 0	272 0 5	...	94 2 10	1 11 0	0 7 6	1 19 1
Torthorwald	13 8 6	...	15 0 0	280 14 10	...	...	2 16 8	...	2 3 6
Tundergarth	...	3 15 3	16 3 0	184 11 7	50 0 0	...	5 5 2	5 6 4	1 1 5
Tynron	...	...	7 16 0	98 17 6	...	...	0 8 0	2 3 0	0 4 6
Wamphray	...	...	8 0 0	178 8 5	...	260 8 10	1 2 0	...	0 14 0
Westerkirk	4 0 3	...	10 0 0	163 19 5	...	...	0 15 10	1 2 5	0 19 11
Total of Dumfries	2,145 10 4	69 10 9	956 12 1	18,132 18 7	50 0 0	2,532 0 0	163 1 5	448 14 2	461 6 5
EDINBURGH.									
Borthwick	10 15 11	1 15 0	15 0 0	254 11 11	...	...	1 12 6	2 16 2	14 12 11
Carrington	...	...	7 0 0	149 12 6	...	...	0 13 9	0 12 9	1 9 3
Cockpen	209 2 2	...	20 0 0	569 10 3	...	...	2 1 8	14 3 3	18 19 1
Colinton	...	21 8 8	52 0 0	1,041 1 4	...	48 12 5	7 15 9	10 11 5	57 1 4
Corstorphine	1 9 1	...	21 5 0	384 5 1	...	...	1 13 11	4 5 0	9 6 5
Cramond	203 16 8	...	70 0 0	1,018 17 2	...	2,706 2 4	3 6 2	42 2 6	41 9 4

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May, 1886
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
69 9 4	35 2 3	...	18 14 0	23 0 8	...	0 2 6	7 14 9	1,504 0 6	...	613 11 1
2 16 6	12 19 4	...	24 8 2	30 3 10	...	...	0 14 2	321 9 6	25 16 9	677 7 11
0 12 1	6 1 2	...	...	...	...	...	1 8 1	193 4 11	5 0 3	...
18 11 2	71 2 6	...	88 17 11	87 5 2	15 17 7	7 16 1	25 5 9	1,319 19 7	...	2,431 6 9
10 4 4	5 12 3	...	...	...	1 6 8	2 5 0	5 2 9	221 16 7	3 13 5	...
0 19 0	13 3 3	16 17 11	18 19 9	23 6 8	...	...	1 12 7	379 11 1	...	565 6 3
36 0 8	7 1 6	...	46 5 9	40 0 0	...	...	...	427 0 5	3 7 0	1,285 0 0
0 7 6	8 12 4	...	15 6 2	17 10 0	...	...	3 11 3	208 7 7	19 5 6	386 4 2
...	9 15 3	...	...	...	...	...	5 3 6	341 6 2	...	24 7 9
16 3 9	59 4 10	...	112 14 3	47 6 9	0 10 6	3 11 8	18 14 0	1,205 2 5	...	3,206 7 8
81 6 9	125 0 7	...	187 7 10	240 0 0	10 14 0	40 16 2	103 10 11	4,359 4 4	...	6,488 11 6
111 2 11	41 19 0	...	159 15 0	117 4 11	...	...	12 19 5	1,446 11 6	...	4,525 7 3
13 16 6	2 9 4	...	30 6 11	16 9 9	8 5 8	...	6 10 0	532 17 8	7 17 10	850 11 3
20 18 0	17 0 7	...	19 0 0	50 0 0	...	...	3 8 10	579 5 1	...	499 2 10
18 3 1	8 0 0	...	1 15 0	25 0 0	6 15 11	...	0 2 0	274 17 2	88 10 7	25 0 0
15 7 8	3 2 6	...	39 0 3	12 2 9	...	...	0 12 9	228 12 5	5 6 10	1,102 9 11
78 2 9	27 17 6	...	70 15 4	45 0 0	6 9 10	...	8 5 3	910 4 10	...	1,959 11 8
16 7 10	10 6 9	...	50 19 2	36 10 10	...	...	3 19 7	598 17 0	...	1,451 15 8
7 13 9	6 2 5	...	13 3 5	6 19 5	...	...	...	267 17 0	...	393 9 10
3 11 1	17 9 2	...	39 11 4	21 6 4	...	...	2 3 5	439 19 8	12 1 5	1,109 3 0
7 5 7	15 8 0	...	13 14 5	24 4 7	...	...	1 16 7	563 10 8	12 14 10	372 4 9
0 16 6	19 4 6	...	15 15 7	16 13 4	0 5 0	...	10 10 1	520 18 5	...	496 11 3
0 19 9	8 18 6	...	...	...	...	...	2 8 3	230 19 11	11 6 2	...
7 12 6	14 5 0	...	39 18 2	56 0 0	...	...	3 1 3	414 17 6	0 4 0	952 0 0
51 3 7	14 0 5	...	...	...	...	...	7 14 10	591 15 9	...	8 8 6
8 15 10	17 4 5	...	17 12 4	77 19 11	...	...	26 3 11	826 6 7	...	856 8 11
25 7 7	8 5 5	...	...	...	...	...	...	378 3 3	9 10 9	...
28 14 3	18 2 9	...	67 2 10	57 19 4	...	...	1 12 6	540 6 0	5 15 9	1,802 3 8
5 11 8	14 11 2	...	...	...	...	...	5 11 8	531 3 3	...	137 4 9
91 15 5	104 7 11	...	96 15 5	115 5 1	3 12 4	....	35 5 3	2,186 5 3	...	2,737 11 7
4 14 10	42 15 1	...	78 7 10	73 17 2	1 14 4	1 7 0	12 1 11	972 7 10	18 6 9	2,165 19 3
31 11 9	15 13 2	...	...	...	...	...	4 0 8	400 15 3	15 9 4	...
69 2 11	44 5 3	...	87 17 7	95 10 5	...	...	16 2 8	2,081 11 10	...	2,003 17 8
43 2 7	27 15 6	...	...	...	...	...	8 12 3	602 13 3	...	12 11 0
2 12 6	6 0 3	...	4 8 2	8 8 0	...	...	...	247 1 7	...	134 8 4
4 4 2	5 5 3	...	10 10 0	40 0 0	...	...	1 16 2	441 3 11	42 3 1	240 0 0
9 13 1	9 1 6	...	...	...	...	...	0 5 7	251 13 5	...	12 8 1
1 2 8	9 1 1	...	9 7 10	11 13 4	...	...	2 10 11	373 17 2	3 13 7	256 13 4
6 15 1	14 0 1	...	52 10 0	150 0 0	...	...	4 7 6	592 2 10	68 17 8	1,350 0 0
...	11 12 1	...	16 15 7	18 15 7	...	...	3 6 10	433 10 11	...	447 18 0
22 19 3	13 13 5	...	24 19 1	23 0 0	...	...	6 6 6	405 1 9	17 15 11	690 0 0
7 4 4	8 5 9	...	...	...	3 10 0	...	0 10 6	285 13 4	20 16 0	...
2 0 5	...	...	...	...	...	...	...	111 9 5	7 6 7	...
...	7 1 10	...	13 0 0	50 0 0	...	...	...	518 15 1	...	348 4 10
0 13 3	4 11 8	...	...	...	...	...	1 3 0	187 5 9	11 4 11	...
955 14 2	941 12 6	16 17 11	1,435 15 1	1,669 13 10	59 1 10	55 18 5	366 7 10	30,449 15 4	416 4 11	42,621 8
11 11 10	31 5 1	...	...	...	...	...	2 2 6	346 3 10	...	2 5 5
34 16 2	4 10 7	...	...	...	...	...	...	198 15 0	62 2 1	...
109 2 0	36 10 3	...	27 14 4	26 13 2	...	...	15 13 3	1,649 9 5	...	1,043 1 5
103 7 8	102 4 6	...	82 9 6	62 13 11	1 1 3	7 6 6	6 11 3	1,604 5 6	56 19 4	2,301 0 0
38 4 9	24 14 11	...	19 7 3	36 18 1	...	...	4 7 11	345 16 3	10 11 11	516 6 8
62 11 5	43 0 2	...	31 15 9	75 9 7	8 15 4	3 2 9	38 16 10	4,349 6 0	213 1 9	3,436 16 4

I

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
EDINBURGH—*contd.*									
Cranston	...	2 2 0	10 0 0	362 17 2	...	42 5 4	0 7 6	0 8 0	1 17 4
Crichton	25 17 5	2 11 10	11 10 0	302 7 0	...	...	5 17 0	0 8 5	3 1 6
Currie	49 0 5	...	30 0 0	560 19 2	...	...	13 17 3	3 14 3	21 9 2
Dalkeith (B.)	93 1 11	...	45 0 0	809 15 7	...	...	2 11 0	15 2 1	54 2 10
Dalkeith (L.)	57 18 5	...	22 10 0	396 11 0	...	...	2 5 6	1 5 11	5 6 4
Duddingston (L.)	...	2 9 6	20 0 0	165 16 6	...	...	1 2 3	3 4 10	15 0 9
Edinburgh (City)	...	...	2,208 17 8	26,864 3 3	4,560 14 7	8,525 4 0	441 19 9	2,307 7 4	1,667 0 6
Edinburgh (St. Cuthberts and Dean)	...	...	90 0 0	1,139 14 7	...	1,524 2 4	5 10 7	133 18 11	56 3 6
Fala and Soutra	...	0 5 7	5 15 0	131 7 8	...	...	0 4 0	0 10 6	4 10 1
Glencorse	...	2 10 10	14 0 0	317 0 0	...	...	...	1 5 6	29 2 6
Heriot	...	...	7 0 0	137 7 2	...	...	...	0 9 0	2 8 9
Inveresk (L.)	...	...	25 0 0	50 0 0	...	...	1 13 9	1 3 6	13 10 6
Kirknewton and East Calder	...	3 1 5	25 0 0	969 4 9	...	...	2 0 0	5 0 11	51 19 2
Lasswade	566 9 7	...	97 5 0	2,683 9 8	...	485 19 2	26 0 11	63 15 0	141 15 9
Leith (B.)	859 19 10	...	524 3 10	7,060 14 7	...	6,488 9 8	39 17 6	114 10 11	381 5 6
Leith, South (L.)	...	...	22 0 0	262 6 6	...	...	3 6 4	10 19 7	45 12 4
Liberton	571 5 11	...	96 14 0	1,150 6 5	...	131 9 11	18 13 8	17 6 10	70 13 8
Mid-Calder	59 11 3	...	18 6 6	795 5 6	...	...	6 5 1	4 2 6	18 9 2
Musselburgh (B.)	199 18 8	...	65 0 0	1,343 19 4	...	...	6 6 0	11 15 4	102 3 10
Newbattle	13 10 8	...	17 15 0	310 17 5	...	...	0 14 4	2 9 6	3 4 11
Newton	...	...	30 0 0	363 3 9	...	...	2 19 5	1 7 11	18 19 2
Penicuik	776 13 6	10 1 0	40 10 0	1,149 10 10	...	...	3 15 2	9 8 8	78 5 8
Portobello (B.)	256 17 6	...	70 0 0	1,132 1 9	...	1,320 8 10	18 1 7	71 9 8	110 17 7
Ratho	...	...	15 0 0	237 7 0	...	...	0 9 6	1 3 9	1 18 6
Stobhill	101 10 7	16 8 4	30 0 0	596 1 6	...	...	8 3 7	5 5 1	9 19 5
Stow	7 16 3	5 10 7	15 0 0	482 14 8	...	...	2 7 2	4 15 11	18 3 7
Temple	...	2 10 0	10 0 0	199 1 9	...	...	0 5 0	1 19 6	1 17 4
West Calder	...	...	72 10 0	1,705 12 7	...	166 17 4	9 11 1	38 17 8	193 1 4
Total of Edinburgh	4,064 15 9	70 14 9	3,824 2 0	55,097 15 4	4,560 14 7	21,439 11 4	641 7 8	2,907 18 1	3,264 19 0
ELGIN.									
Alves	...	6 0 0	18 0 0	190 13 1	...	...	4 2 1	1 0 6	7 0 7
Bellie	...	...	15 0 0	207 5 0	...	...	0 18 10	1 3 11	1 12 1
Birnie	49 13 5	...	11 2 6	184 6 6	...	...	0 17 2	12 6 1	4 11 5
Boharm	...	13 13 1	21 0 0	356 11 3	...	...	1 3 8	3 3 0	12 1 6
Cromdale	159 16 7	...	45 0 0	1,125 16 4	...	...	1 15 2	5 12 2	35 4 2
Dallas	...	6 0 0	20 0 0	214 7 3	...	...	2 15 4	3 4 8	22 7 3
Drainie	...	22 14 5	45 0 0	797 0 10	...	...	1 17 2	22 16 5	35 3 7
Duffus	123 17 6	...	25 0 0	974 5 8	...	...	10 8 1	40 3 9	52 12 0
Dyke	...	12 7 2	18 0 0	253 8 1	...	...	1 17 1	...	35 14 0
Edinkillie	...	6 0 0	19 18 10	154 13 5	...	...	1 2 7	1 18 9	9 8 0
Elgin (B.)	1,137 6 1	...	97 0 0	1,139 1 9	...	2,855 0 0	37 13 10	62 2 10	40 2 0
Elgin (L.)	...	5 0 11	37 0 0	656 1 8	...	...	3 9 6	2 15 10	33 4 4
Forres (B.)	286 14 9	12 4 6	69 4 0	854 11 10	...	...	4 15 8	17 13 3	31 13 5
Forres (L.)	...	5 6 6	10 0 0	* ...	...	...	0 5 2	...	...
Kinloss	...	5 14 0	19 0 0	292 6 7	...	...	1 1 7	7 16 6	8 12 10
Knockando	...	13 8 1	20 0 0	370 17 8	...	...	0 13 0	5 6 8	11 6 7
New Spynie	...	1 10 0	7 10 0	154 2 3	...	...	...	0 18 7	0 12 9
Rafford	...	5 14 0	22 10 0	291 2 2	...	...	1 9 11	3 7 6	8 15 9
Rothes	...	13 0 0	24 0 0	478 10 5	...	...	1 3 4	3 11 8	16 16 4
St. Andrews-Lhanbryde	369 9 2	...	47 0 0	503 13 7	...	...	7 3 3	11 2 10	10 12 7
Speymouth	...	...	26 0 0	508 7 10	...	...	1 10 0	4 18 1	9 1 9
Urquhart	...	4 11 8	27 0 0	320 0 0	...	...	1 0 11	6 5 9	12 1 5
Total of Elgin	2,126 17 6	133 4 4	644 5 4	10,021 3 2	...	2,855 0 0	87 3 4	217 8 9	396 14 4

* No school under the Board.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
92 8 1	6 18 0	...	...	...	...	...	...	519 3 5	...	62 9 1
13 5 10	10 7 6	...	3 11 3	7 14 4	...	...	2 9 5	389 1 6	...	95 16 2
25 14 7	28 7 7	15 0 0	78 14 6	51 6 10	...	...	8 3 11	886 7 8	7 6 11	2,193 1 10
27 5 0	71 12 8	...	156 3 0	78 6 4	...	...	14 2 11	1,367 3 4	...	4,449 13 1
13 16 5	16 4 7	...	6 3 3	7 15 10	...	...	2 1 0	531 18 3	...	198 13 10
6 17 4	12 3 9	...	13 2 6	20 0 0	...	...	...	259 17 5	163 18 9	360 0 0
1,286 5 9	2,849 12 7	...	5,394 15 0	4,499 18 8	30 19 7	71 17 6	1,453 9 7	62,162 5 9	...	153,004 14 5
1 8 2	84 10 11	...	212 9 5	207 9 4	...	6 7 8	33 11 10	3,495 7 3	...	6,040 16 2
...	2 10 0	...	24 17 5	10 14 11	...	...	...	180 15 2	...	698 16 11
31 3 1	10 6 0	...	14 5 8	14 10 9	...	...	1 8 4	435 12 8	19 6 6	393 11 8
3 15 9	3 14 0	...	5 3 3	5 0 2	...	...	...	164 18 1	31 5 1	142 9 8
4 12 7	8 17 4	53 1 1	50 11 5	42 10 0	...	...	1 12 8	252 12 10	...	1,414 13 6
43 10 0	47 19 9	...	55 0 10	48 3 6	...	4 1 10	3 3 6	1,258 5 8	98 3 6	1,232 6 11
174 8 6	181 6 4	58 10 0	501 6 0	454 2 0	...	12 0 10	64 6 4	5,510 15 1	...	14,160 12 6
815 6 3	794 3 11	...	872 19 0	1,050 13 6	96 7 0	17 11 6	247 18 9	19,364 1 9	...	30,095 18 6
14 13 1	31 10 9	...	100 1 7	52 0 10	...	...	0 9 2	543 0 2	129 14 5	2,315 16 3
104 4 2	52 14 4	...	134 2 3	165 13 4	...	13 1 6	48 10 7	2,574 16 7	...	4,604 18 2
54 19 3	30 14 7	...	11 19 9	16 11 9	...	...	7 2 9	1,023 8 1	...	407 14 9
71 2 2	93 12 3	...	154 14 8	117 13 6	...	15 9 5	25 5 9	2,207 0 11	...	4,120 6 1
23 17 10	18 0 0	...	...	...	...	...	0 13 7	391 3 3	5 8 9	...
14 4 6	15 8 0	...	20 18 0	17 0 4	...	...	3 11 6	487 12 7	32 3 1	584 6 1
97 19 11	71 5 5	45 0 0	103 17 0	102 14 4	...	1 6 0	28 17 0	2,519 4 6	...	3,391 3 7
57 16 1	93 4 8	...	252 12 0	148 10 6	1 5 3	15 2 5	55 18 9	3,604 6 7	174 13 10	8,106 18 7
7 17 10	11 7 2	51 5 10	...	...	...	...	...	326 9 7	...	0 18 8
16 3 11	50 14 1	...	39 6 4	44 11 11	...	...	5 13 11	923 18 8	...	1,207 16 3
18 10 6	23 7 0	...	172 1 11	95 9 11	...	...	3 10 9	849 8 3	112 5 8	4,829 11 1
0 16 10	8 16 4	...	12 3 0	18 3 8	...	...	3 5 6	258 18 11	44 11 2	328 19 5
118 17 9	152 18 6	...	113 18 6	114 0 0	...	...	1 16 7	2,688 1 4	79 4 3	3,085 2 4
3,500 15 0	5,024 13 6	222 16 11	8,666 4 4	7,592 11 0	138 8 5	167 7 11	2,084 15 10	123,269 11 5	1,240 17 0	254,831 15 4
...	12 11 7	...	36 17 4	25 12 8	...	...	0 17 4	302 15 2	30 6 0	1,027 14 9
5 15 9	10 5 10	...	...	...	...	...	...	236 1 5	15 0 4	...
27 1 3	11 10 0	...	13 14 11	7 7 2	...	...	3 17 6	326 7 11	...	474 19 7
16 12 6	23 10 3	...	49 7 5	19 16 1	...	...	3 8 1	520 6 10	164 10 4	1,390 16 9
39 16 1	62 1 9	...	127 3 11	48 11 6	...	3 7 4	19 16 1	1,674 1 1	...	3,793 17 8
3 16 9	19 12 11	...	48 8 4	26 10 4	...	...	7 6 7	374 9 5	59 15 1	1,356 16 11
19 18 0	60 19 1	...	100 16 8	39 13 2	...	...	...	1,145 14 4	290 13 4	2,841 5 10
78 5 1	71 9 9	...	85 19 11	100 7 1	...	...	18 9 10	1,580 18 8	...	2,366 11 4
0 3 1	8 1 4	...	52 3 0	27 9 4	...	...	5 13 8	414 16 9	31 14 10	1,462 10 9
3 12 3	14 16 3	27 8 0	31 14 2	15 2 6	...	...	6 1 10	291 16 7	6 7 9	890 16 3
41 9 9	76 7 9	...	76 4 10	50 5 5	42 2 0	...	130 19 4	5,785 15 7	...	5,026 6 0
21 1 5	43 0 9	105 9 11	92 13 1	101 11 1	...	...	36 13 5	1,138 1 11	...	2,590 4 8
29 19 6	54 11 3	...	135 10 8	68 3 10	...	...	39 15 0	1,604 17 8	...	3,910 18 7
...	...	75 0 0	18 5 10	8 14 8	...	...	0 13 11	118 6 1	...	513 19 3
4 3 8	18 11 2	...	38 1 3	18 2 9	...	...	4 4 10	417 15 2	4 12 9	1,069 8 3
21 8 2	26 14 9	...	51 4 11	66 13 4	...	...	2 4 1	589 17 3	...	1,410 2 3
1 0 11	...	...	14 16 3	12 7 6	...	...	...	192 18 3	95 1 6	410 15 8
19 2 9	11 3 3	...	34 8 5	15 17 3	...	...	2 6 3	406 17 3	95 17 9	967 11 3
9 18 10	33 6 2	...	94 7 2	39 0 4	...	...	15 15 7	729 9 10	...	2,676 17 6
7 0 7	25 0 0	17 4 3	47 18 5	41 5 6	...	...	27 3 6	1,114 13 8	...	1,601 1 4
14 16 9	33 9 0	...	57 9 11	35 0 9	...	...	6 10 5	697 4 6	9 1 7	1 609 16 1
3 8 3	10 8 10	29 10 9	31 4 4	82 17 7	...	...	2 6 7	530 16 1	...	799 5 5
359 6 4	627 11 8	254 12 11	1,238 10 9	850 9 10	42 2 0	3 7 4	334 3 10	20,194 1 5	803 1 3	38,191 16 1

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE.									
Abdie	...	...	15 0 0	194 13 10	...	...	0 7 9	0 7 10	2 16 5
Aberdour	...	8 6 4	5 0 0	521 7 3	...	...	0 16 6	1 10 0	14 10 1
Anstruther-Easter	75 7 9	...	23 0 0	445 19 8	...	165 0 7	0 14 1	17 11 3	6 3 11
Anstruther-Wester	...	...	15 0 0	237 16 11	...	...	2 6 5	4 5 0	5 9 1
Arngask	12 12 4	3 15 8	12 11 4	168 0 0	...	...	0 15 1	5 13 7	1 7 1
Auchterderran	...	...	20 0 0	388 7 11	...	...	1 10 6	5 17 9	9 12 7
Auchtermuchty	102 7 5	14 9 0	23 8 0	389 2 0	...	...	5 14 8	...	10 2 6
Auchtertool	...	...	12 0 0	148 17 4	...	...	1 8 11	2 19 6	2 0 9
Ballingry	...	6 5 3	13 16 11	285 4 2	...	...	5 6 7	1 19 1	8 12 9
Balmerino	19 2 0	...	14 5 0	235 11 3	...	...	0 11 6	4 19 1	10 13 8
Beath	...	6 8 2	110 12 0	1,438 8 9	...	...	9 1 9	24 11 9	91 0 6
Burntisland (B.)	...	...	35 0 0	947 8 0	...	54 16 0	5 15 1	25 0 0	96 7 2
Burntisland (L.)	0 17 11	...	16 0 0	*...	...	...	1 1 10	...	...
Cameron	14 9 8	...	17 0 0	362 7 4	...	...	0 10 0	1 0 4	2 6 10
Carnbee	26 11 9	8 2 1	16 0 0	323 4 9	...	...	2 4 6	...	7 9 6
Carnock	41 15 4	7 1 8	15 0 0	261 19 7	...	...	1 6 6	3 4 9	1 12 4
Ceres	415 17 11	...	21 0 0	445 13 10	...	...	2 4 11	3 0 6	14 9 4
Collessie	155 2 11	...	30 0 0	700 15 1	...	...	1 4 0	8 13 0	10 14 10
Crail	29 7 8	4 5 0	22 0 0	457 4 10	...	...	1 18 3	0 13 2	2 9 7
Creich	...	...	10 0 9	157 8 4	...	...	0 4 10	0 2 2	1 3 9
Cults	...	...	7 0 0	234 0 0	...	...	0 17 6	14 1 4	1 15 9
Cupar (B.)	8 18 1	...	20 10 0	*...	...	...	0 8 6	...	...
Cupar (L.)	5 8 5	...	16 0 0	47 2 6	...	...	1 6 1	0 13 0	1 3 6
Dairsie	86 16 3	...	10 0 0	209 13 4	...	...	0 14 4	0 15 11	1 18 5
Dalgetty	...	...	25 0 0	578 10 1	...	...	0 9 11	1 10 7	27 4 11
Dunbog	...	...	3 0 0	160 0 7	...	9 14 0	0 6 1	0 7 0	1 3 10
Dunfermline (B.)	...	...	181 0 0	4,124 15 10	...	1,251 0 0	22 5 2	201 18 0	126 7 3
Dunfermline (L.)	...	10 3 9	112 0 0	2,158 9 11	...	...	7 17 10	17 14 0	80 3 8
Dunino	6 0 4	...	9 0 0	180 0 0	...	...	0 4 0	0 8 0	0 17 11
Dysart (B.)	...	...	79 3 4	2,203 14 10	...	391 4 11	7 14 3	52 16 3	114 5 11
Dysart (L.)	15 7 11	5 9 2	12 12 0	160 0 10	...	...	0 13 4	2 15 5	17 0 0
Elie	...	...	16 0 0	134 12 4	...	...	2 18 6	1 18 4	8 15 2
Falkland	...	...	22 10 0	618 18 1	...	144 11 7	2 13 10	33 11 7	10 3 4
Ferry-Port-on-Craig	...	...	25 0 0	692 12 5	...	...	6 18 3	40 4 7	21 5 3
Flisk	...	...	7 0 0	104 11 9	...	...	0 15 7	...	2 12 2
Forgan	360 16 1	...	40 0 0	937 8 11	...	...	5 7 5	9 9 5	53 16 7
Inverkeithing	182 14 4	...	40 19 9	673 17 6	...	...	2 0 0	1 7 3	15 6 5
Kemback	43 6 3	...	14 0 0	170 11 10	...	...	0 5 5	6 7 2	3 6 11
Kennoway	169 5 5	...	20 0 0	443 8 10	...	...	2 18 10	20 11 0	11 19 4
Kettle	144 3 5	...	15 10 0	399 16 7	...	13 5 6	1 15 10	7 11 2	13 10 5
Kilconquhar	...	9 2 0	20 0 0	558 9 11	...	...	3 10 5	5 15 9	12 13 7
Kilmany	...	...	12 0 0	194 15 11	...	...	0 10 4	0 15 4	2 1 2
Kilrenny	171 19 4	...	38 0 0	789 1 9	...	...	4 5 9	17 4 1	20 17 3
Kinghorn (incl. B.)	13 6 0	...	35 0 0	531 4 0	...	6 12 6	6 14 4	51 1 10	36 16 7
Kinglassie	...	...	22 0 0	280 18 11	...	...	0 7 4	1 18 5	9 6 4
Kingsbarns	29 8 0	...	15 0 0	269 1 4	...	...	1 6 11	1 3 11	2 7 1
Kirkcaldy (B.)	...	...	115 0. 0	2,932 16 1	...	1,317 11 6	27 4 4	56 5 2	249 12 6
Kirkcaldy (L.) and Abbotshall	...	...	10 5 0	239 3 7	...	...	0 5 0	1 1 1	6 0 10
Largo	...	...	27 10 0	349 9 6	...	...	1 12 6	3 0 6	7 13 4
Largoward	105 1 5	7 14 3	27 0 0	271 7 9	...	...	4 5 8	3 8 11	14 1 8
Leslie	...	...	25 0 0	968 0 11	...	32 5 5	6 16 1	36 7 3	53 14 5
Leuchars	63 19 10	...	20 0 0	515 2 0	...	...	3 2 2	3 11 4	8 11 1
Lochgelly	120 11 3	...	32 2 0	970 19 6	...	...	3 4 10	30 10 10	35 19 2
Logie	2 1 6	...	9 0 0	151 18 3	...	...	...	0 19 9	3 18 6
Markinch	...	...	76 0 0	1,427 10 9	...	264 10 0	11 17 1	28 7 10	72 10 10
Monimail	...	...	18 0 0	208 2 5	...	...	3 7 11	5 13 10	1 17 5
Moonzie	...	...	6 2 6	109 15 3	...	...	0 7 5	0 1 2	1 16 2
Newburgh	127 10 3	...	16 1 0	336 2 5	...	...	0 12 3	6 5 2	15 18 6

* No school under the Board.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
0 13 5	6 9 1	...	11 11 7	18 15 1	...	...	...	250 15 4	...	312 1 11
15 6 1	24 16 6	...	61 11 1	70 0 0	...	...	0 4 4	723 8 9	90 0 1	1,400 0 0
15 7 5	24 18 4	...	2 11 11	4 0 0	...	...	3 14 0	784 8 11	...	254 11 5
15 14 10	14 1 5	...	...	...	...	...	...	294 13 8	27 12 8	...
6 7 4	9 2 4	...	...	...	...	...	0 8 6	220 13 3	...	14 2 3
29 13 8	26 12 1	...	48 3 8	66 13 4	...	...	2 12 4	599 3 8	29 17 5	1,310 0 0
19 2 4	34 15 7	...	12 11 6	11 18 5	...	...	6 2 10	629 14 3	...	443 12 3
9 17 4	9 3 0	...	11 6 6	6 11 1	...	...	1 16 6	206 0 11	9 17 10	317 1 1
15 9 9	10 6 9	...	26 9 2	48 0 0	0 6 10	...	38 13 8	454 10 11	...	1,013 8 11
2 2 6	5 4 7	...	...	...	...	...	3 5 4	295 14 11	...	59 11 1
72 13 11	79 3 8	...	225 5 11	140 10 11	...	6 2 0	37 3 0	2,251 1 10	77 11 3	6,273 8 5
40 6 5	97 8 4	...	177 17 9	98 9 0	...	...	13 2 8	1,601 10 5	82 15 4	4,960 9 0
...	...	82 19 9	...	...	...	...	...	100 19 6	...	0 18 10
6 5 11	12 12 0	...	4 12 4	21 2 0	...	...	0 4 6	442 10 11	...	129 1 8
1 13 6	13 8 10	...	5 2 0	7 0 8	...	...	7 12 7	418 10 2	...	172 8 6
12 3 1	16 6 6	...	...	...	...	...	4 19 9	365 9 10	...	69 2 0
14 4 4	20 13 9	...	...	...	...	...	20 2 5	956 18 0	...	362 1 5
7 12 3	27 7 7	...	10 5 1	14 0 3	...	0 7 0	22 4 4	988 6 4	...	497 3 6
21 18 5	14 17 3	8 12 6	...	...	...	0 18 10	1 0 0	564 6 6	...	17 6 4
0 13 1	4 0 0	...	5 2 5	7 0 3	...	...	0 10 0	186 5 7	8 6 9	139 6 6
0 14 0	7 2 3	...	32 4 1	10 9 5	...	2 0 0	1 9 7	311 16 2	6 19 11	908 3 9
...	1 0 0	...	...	...	...	...	3 7 8	34 4 3	...	8 2 5
3 2 8	8 4 4	...	9 16 11	14 1 4	...	...	2 3 5	109 2 2	...	269 1 8
11 18 4	11 6 8	...	11 12 8	18 0 0	...	...	2 12 1	365 8 0	...	343 13 6
25 0 0	35 18 4	...	65 2 11	61 0 2	...	...	...	819 16 11	307 3 1	1,800 5 5
0 4 7	4 5 5	...	5 18 1	9 0 0	...	...	0 18 0	194 17 7	22 10 1	162 0 0
366 0 1	246 4 2	...	275 9 8	179 10 0	16 8 8	1 6 0	*720 11 4	7,712 16 2	...	9,380 9 11
106 2 1	194 16 2	18 0 11	342 5 6	177 11 6	1 0 9	0 10 0	19 1 9	3,246 2 10	104 11 0	9,601 16 7
0 10 6	4 11 6	...	4 0 6	5 0 0	...	...	...	210 12 9	...	122 13 9
166 1 1	128 8 8	...	140 8 2	166 17 6	12 5 4	...	48 5 8	3,511 5 11	...	4,089 6 9
...	10 12 3	...	...	...	...	...	1 9 5	226 0 4	3 11 7	...
10 7 3	11 7 0	...	13 7 0	13 6 4	...	...	1 6 1	213 18 0	53 19 3	346 1 0
3 10 3	18 0 0	...	43 14 9	43 5 3	...	...	10 1 4	951 0 0	...	1,285 16 8
27 7 11	56 5 8	...	72 1 4	80 5 8	...	...	17 14 3	1,089 15 4	36 16 10	2,066 8 1
11 5 1	2 0 0	...	7 0 10	4 19 2	...	...	1 10 7	141 15 2	0 19 6	196 3 11
49 14 0	50 12 4	...	138 19 0	76 4 0	...	...	20 17 2	1,743 4 11	...	4,110 2 0
50 17 0	35 13 7	...	49 4 9	48 14 10	...	3 7 6	17 8 3	1,121 11 2	...	1,513 6 9
4 14 3	13 6 0	...	16 11 10	12 0 0	...	...	2 16 3	287 5 11	...	508 6 8
4 8 5	18 17 5	...	23 1 0	12 10 11	...	...	4 0 10	731 2 0	...	650 19 6
31 1 8	24 14 1	...	78 13 1	70 0 0	0 11 7	...	15 3 9	810 17 1	...	2,177 12 4
35 18 3	18 2 2	...	29 5 11	27 16 0	...	...	6 13 6	727 7 6	29 10 3	809 4 11
14 18 1	7 10 11	...	...	...	...	...	2 18 0	235 9 9	...	3 3 6
34 5 3	34 1 5	...	63 11 11	30 1 5	...	1 9 1	8 5 9	1,213 3 0	...	1,894 18 5
35 17 2	52 13 2	7 8 0	92 19 9	47 10 3	...	...	...	917 3 7	...	2,624 0 10
2 5 10	10 9 6	29 5 0	68 2 6	66 13 4	...	...	2 1 6	493 8 8	69 4 9	1,766 13 4
1 11 0	10 1 0	...	9 17 9	10 0 0	...	...	0 14 5	350 11 5	28 7 0	275 0 0
194 8 3	211 9 5	...	609 10 0	382 5 10	...	...	70 4 5	6,166 7 6	383 15 10	16,782 14 3
1 11 6	4 16 0	...	...	...	...	...	4 4 0	267 7 0	30 6 1	...
60 10 6	19 3 0	...	37 3 8	22 14 4	...	...	2 16 4	531 12 8	30 0 1	1,045 5 7
13 15 6	11 0 0	22 13 1	36 5 5	34 14 7	...	...	10 6 3	561 14 6	...	1,117 6 8
14 12 5	75 16 11	...	235 0 4	147 3 11	...	...	11 11 9	1,606 9 5	205 13 9	6,357 6 0
7 13 0	14 0 9	...	35 4 5	45 2 0	...	...	13 13 9	735 0 4	...	985 7 9
74 9 2	68 1 5	...	107 2 5	72 5 9	...	...	28 9 4	1,543 15 8	...	2,999 0 0
2 6 3	2 10 6	...	...	...	...	...	2 8 4	175 3 1	...	3 5 5
128 0 4	84 4 10	15 0 0	159 18 6	83 9 10	1 14 0	1 9 0	1 2 11	2,355 15 11	...	4,790 18 3
5 11 11	9 8 4	...	...	...	...	...	3 9 8	255 11 6	25 6 11	...
...	3 12 6	...	1 5 10	2 0 0	...	...	...	125 0 10	3 16 4	...
40 2 8	15 14 10	...	17 10 5	17 16 6	...	...	4 8 8	598 2 8	...	603 7 8

*Roland Bequest and interest, £623, 18s. 4d.

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*									
Newburn	...	...	10 0 0	144 17 9	...	...	0 2 9	1 5 4	...
Pittenweem	4 13 0	...	28 0 0	568 19 4	...	...	6 18 7	50 17 0	7 6 2
St. Andrews (B.)	...	...	45 10 0	754 3 9	...	...	12 6 8	23 1 8	9 8 11
St. Andrews (L.) and St. Leonards	201 10 10	...	42 0 0	520 2 2	...	261 10 0	12 12 9	5 16 6	16 3 1
St. Monance	...	11 18 3	25 0 0	488 13 10	...	3 11 6	1 13 1	4 19 9	29 9 11
Saline	...	16 1 6	17 0 0	211 19 4	...	...	1 14 7	5 4 8	8 1 2
Scoonie	361 5 9	...	25 0 0	1,022 6 0	...	60 6 6	6 8 4	28 11 2	70 1 6
Springfield	195 1 10	...	10 0 0	260 0 0	...	...	1 8 8	3 12 8	7 18 10
Strathmiglo	298 18 5	12 0 0	17 15 8	515 13 4	...	...	1 8 0	45 7 1	18 18 5
Torryburn	24 4 4	9 10 6	12 0 0	276 9 0	...	...	9 15 5	0 15 9	5 0 9
Wemyss	37 7 8	...	55 0 0	1,268 11 0	...	188 10 11	24 15 0	18 12 1	52 17 9
Total of Fife	3,673 8 7	184 12 7	1,934 5 3	39,477 12 9	...	4,164 10 11	277 8 6	987 4 7	1,593 0 2
FORFAR.									
Aberlemno	...	...	14 0 0	209 11 1	...	...	0 5 0	0 5 4	0 10 6
Airlie	...	...	7 2 0	213 9 5	...	187 7 0	1 4 7	0 7 6	0 12 0
Arbirlot	...	...	15 10 0	220 14 11	...	...	1 4 3	0 5 6	1 13 10
Arbroath (B.)	73 14 8	79 8 10	183 1 0	3,731 13 7	...	243 12 0	39 12 3	122 4 7	183 6 10
Auchterhouse	...	9 13 0	11 11 0	235 12 9	...	...	1 7 3	3 2 0	1 7 3
Barry	216 16 9	...	30 0 0	813 4 2	...	...	4 13 0	7 1 1	10 11 9
Brechin (B.)	791 16 4	...	105 0 0	2,312 9 2	...	128 0 0	23 15 6	72 16 0	36 5 9
Brechin (L.)	181 8 11	...	25 0 0	433 4 4	...	...	2 3 3	2 11 3	7 4 9
Broughty-Ferry (B.)	294 11 10	...	90 0 0	1,378 9 6	...	708 19 0	35 7 6	17 6 10	118 11 3
Careston	83 15 5	4 7 6	7 0 0	131 9 3	...	...	0 5 9	2 18 9	0 16 10
Carmylie	...	...	15 0 0	388 9 5	...	...	1 4 10	6 7 3	10 9 4
Cortachy & Clova	...	4 19 1	13 0 0	280 16 10	...	...	2 0 9	2 14 3	5 19 5
Coupar-Angus	...	...	43 8 0	530 14 0	...	...	0 5 3	10 3 0	31 18 3
Craig	197 18 0	...	30 0 0	613 15 0	...	...	1 13 8	4 0 3	11 3 2
Dun	81 1 9	...	13 1 0	281 3 1	...	...	...	5 5 11	0 18 0
Dundee (B.)	...	...	748 0 0	15,853 6 0	...	16,650 8 8	286 18 5	403 6 3	1,584 1 2
Dundee (L.)	276 6 4	...	27 0 0	330 14 9	...	...	2 18 1	5 2 6	14 19 2
Dunnichen	21 0 7	...	16 0 0	443 11 11	...	...	4 9 5	28 14 2	3 13 1
Essie and Nevay	...	4 7 0	10 0 0	172 2 9	...	...	1 6 9	2 11 5	1 6 5
Edzell	...	...	3 0 0	291 5 0	...	...	3 16 4	3 2 4	13 19 11
Farnell	32 16 7	...	14 10 0	225 0 0	...	...	...	0 13 4	1 9 3
Fern	...	2 6 8	...	132 11 2	...	...	0 7 0	...	0 16 5
Forfar (B.)	2,231 8 2	...	123 3 4	2,932 3 11	...	1,335 14 11	33 5 6	46 18 5	103 10 3
Forfar (L.)	...	...	30 0 0	302 3 3	...	...	5 8 2	9 6 6	1 5 9
Friockheim	121 6 5	8 9 0	15 0 0	262 3 11	...	55 10 10	1 3 8	3 12 5	10 0 4
Glammis	...	...	23 0 0	360 0 0	...	...	2 15 9	2 3 11	2 17 2
Glenisla	...	...	10 0 0	349 8 4	...	...	0 17 10	0 5 6	2 15 5
Guthrie	...	...	8 0 0	215 11 9	...	...	0 10 0	...	0 14 9
Inverarity	14 2 11	...	19 15 0	197 15 10	...	...	1 18 6	2 5 10	2 6 4
Inverkeilor	264 7 6	4 5 0	16 1 0	505 11 7	...	...	...	15 1 11	5 8 6
Kettins	38 0 10	...	14 8 4	204 11 0	...	36 7 6	4 17 5	3 0 0	1 13 11
Kingoldrum	...	...	9 0 0	114 1 2	...	...	...	0 9 3	0 6 0
Kinnell	6 7 9	...	13 0 0	203 4 7	...	...	0 6 4	0 13 6	1 3 7
Kinnettles	...	4 1 3	10 4 0	182 18 10	...	...	1 2 6	3 12 8	1 5 6
Kirkden	...	...	10 0 0	162 15 4	...	...	0 6 6	10 1 5	1 0 3
Kirriemuir	48 16 5	...	55 0 0	697 2 1	...	...	3 7 3	10 8 3	4 0 0
Lethnott & Navar	52 0 7	...	11 10 0	111 14 2	...	...	0 11 0	0 15 1	0 9 4
Liff, Benvie, and Invergowrie	...	...	22 10 0	504 15 1	...	...	0 14 9	24 15 8	18 19 8
Lintrathen	...	...	15 11 0	292 18 0	...	...	0 14 5	11 2 4	4 11 5
Lochlee	83 2 0	...	2 10 0	105 8 10	...	...	0 1 0	1 1 4	0 10 0

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May, 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
5 10 3	8 11 6	...	8 10 10	7 1 7	...	...	1 10 1	187 10 1	7 16 8	236 18 5
19 0 2	24 13 2	...	31 8 5	33 9 2	...	1 14 6	1 14 4	778 13 10	...	817 2 8
54 5 5	60 18 2	...	14 0 0	50 0 0	35 15 2	...	0 2 5	1,059 12 2	...	488 1 0
23 14 1	22 9 2	...	0 16 1	33 0 0	...	...	5 15 1	1,135 9 9	...	197 9 4
11 2 6	32 5 6	...	44 12 2	39 18 4	...	1 10 6	1 14 5	696 9 9	...	1,439 12 1
5 3 9	12 18 1	...	38 3 4	37 19 2	...	...	6 16 3	361 1 10	10 17 10	1,052 8 10
32 8 3	100 7 8	...	193 6 8	150 12 5	46 12 2	0 14 4	23 15 0	2,121 15 9	...	5,128 3 10
24 7 9	11 11 10	...	19 12 0	14 0 0	...	...	9 16 3	567 9 10	...	691 7 10
7 16 8	34 8 2	...	72 4 9	70 4 8	3 7 3	...	18 14 7	1,116 17 0	...	2,237 17 6
3 3 4	17 5 5	...	5 12 9	7 14 3	...	...	4 15 4	376 6 10	2 7 11	153 7 9
252 1 7	105 9 7	...	103 0 2	87 6 3	1 1 0	...	52 9 1	2,247 2 1	...	3,034 9 2
2,296 15 7	2,418 8 4	183 19 3	3,961 9 0	3,027 16 8	119 2 9	21 8 9	1,354 6 7	65,625 10 3	1,689 16 0	114,720 16 9
4 13 0	6 4 0	...	...	...	...	...	3 17 0	239 5 11	38 9 7	...
...	3 18 6	21 1 0	16 0 5	12 14 9	...	...	6 7 3	469 4 5	19 14 3	576 2 10
48 0 0	3 18 9	...	...	...	...	...	1 5 0	292 7 3	21 13 9	...
242 4 2	173 5 4	...	346 7 7	260 5 6	...	...	61 0 9	5,737 17 1	...	10,299 18 9
...	7 0 0	...	20 10 8	11 1 7	...	...	...	301 5 6	8 12 2	575 11 3
22 3 8	62 7 1	...	131 18 11	112 4 0	...	...	19 9 7	1,429 10 0	...	3,944 9 6
123 0 9	160 3 4	...	221 1 3	90 15 7	...	0 4 6	77 0 1	4,142 8 3	...	6,741 18 9
17 1 10	20 15 0	...	67 5 4	58 19 3	0 5 4	...	9 7 5	825 6 8	...	1,969 9 6
55 10 10	89 10 8	...	219 4 8	160 5 7	47 4 9	9 9 5	38 6 3	3,262 18 1	...	6,861 13 2
8 17 8	3 3 6	...	...	...	...	...	0 0 8	242 15 4	...	84 6 1
12 3 5	1 4 6	...	38 18 5	12 4 7	...	...	0 0 8	486 2 5	94 13 1	1,099 16 3
13 18 2	23 0 2	...	44 18 0	18 9 1	...	...	...	409 15 9	...	1,268 2 1
14 7 1	36 8 1	...	84 5 10	42 3 2	...	0 4 6	6 8 10	800 6 0	61 7 10	2,366 4 3
29 15 3	40 18 2	...	58 4 5	41 10 5	...	...	12 18 11	1,041 17 3	...	1,538 1 1
18 0 2	15 17 6	...	8 12 5	7 13 10	...	...	2 15 8	434 9 4	...	318 14 0
751 10 8	1061 13 6	...	2,649 9 11	1,489 7 9	7 7 7	62 13 6	262 6 3	41,810 9 8	...	77,792 10 9
15 14 0	9 12 0	...	...	...	1 7 4	...	11 10 5	695 4 7	...	253 3 5
2 14 1	12 19 10	...	34 2 6	28 6 8	...	...	0 14 2	596 6 5	...	1,003 19 3
0 6 0	6 0 0	...	20 3 9	10 14 6	...	...	1 0 0	229 18 7	60 13 6	590 1 11
3 7 5	16 17 5	...	17 17 0	16 19 0	...	...	4 4 3	374 8 8	18 10 8	493 2 0
5 11 4	17 18 7	...	18 17 6	17 18 8	...	...	5 14 1	340 9 4	...	548 9 11
...	3 0 0	...	...	...	...	...	...	139 1 3	17 7 9	...
117 5 3	144 18 0	...	284 8 5	442 19 11	61 0 10	2 13 6	137 19 2	7,997 9 7	...	9,836 3 8
5 6 6	7 15 8	...	12 3 8	18 3 0	...	...	...	391 12 6	12 9 7	329 18 5
1 12 11	27 17 7	...	42 16 9	18 10 3	...	...	9 0 11	577 5 0	...	1,386 12 3
0 5 3	17 3 9	56 11 4	47 3 8	32 16 4	...	...	0 12 2	545 9 4	17 11 9	1,315 3 3
8 1 3	11 1 6	...	32 9 11	20 8 8	...	...	...	435 8 5	118 4 9	767 18 8
5 6 8	6 4 9	30 1 0	...	...	...	...	3 1 0	269 9 11	9 6 2	...
2 12 8	9 4 8	22 3 2	27 7 3	26 10 0	...	...	3 6 4	329 8 6	4 6 4	753 8 2
6 5 7	20 19 9	...	14 4 2	62 10 0	...	...	15 0 8	929 15 8	...	395 6 9
1 10 2	12 4 6	...	38 18 5	28 11 7	...	...	0 14 10	384 18 6	34 4 3	1,183 7 2
0 11 4	5 4 0	9 11 2	21 2 11	11 12 9	...	...	...	171 18 7	...	598 16 9
...	15 16 8	...	35 5 0	25 0 0	...	...	1 0 3	301 17 8	37 16 5	862 8 2
14 13 7	9 4 3	...	...	...	...	...	...	227 2 7	19 16 6	...
15 10 9	5 18 2	...	10 15 7	14 13 4	...	...	1 1 2	232 2 6	...	300 12 11
20 10 8	33 18 0	37 17 6	164 9 9	88 8 3	...	...	92 11 5	1,306 9 7	...	4,642 1 4
6 9 1	9 3 6	...	10 1 5	8 19 3	...	...	1 14 9	213 8 2	...	336 8 8
6 11 0	12 17 10	...	51 3 0	53 11 0	...	1 14 7	0 10 0	698 2 4	137 11 4	1,382 14 7
14 2 5	12 1 2	...	...	...	...	...	...	351 0 9	11 16 6	...
...	8 12 3	...	...	...	...	...	5 14 4	206 19 9	...	65 6 6

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.[1]	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FORFAR—*contd.*									
Logie-Pert	...	...	13 0 0	371 18 6	...	...	2 13 5	0 19 7	16 4 10
Lunan	...	2 2 0	10 0 0	144 14 3	...	...	...	0 0 10	0 9 0
Lundie	...	...	9 10 0	178 4 4	...	...	0 6 3	0 18 2	1 12 3
Mains and Strathmartine	...	...	34 0 0	566 19 6	...	...	0 9 6	5 2 10	28 11 4
Marytown	5 1 0	...	15 0 0	140 1 6	...	...	1 6 6	2 15 10	2 9 1
Menmuir	98 18 8	...	14 0 0	111 17 4	...	...	1 16 4	1 19 0	0 8 3
Monifieth	...	...	38 10 0	601 15 2	...	...	4 6 10	12 7 0	26 13 2
Monikie	34 18 7	...	22 0 0	324 16 0	...	...	0 15 9	4 2 10	3 0 2
Montrose (B.)	268 11 5	...	95 0 0	2,063 5 6	...	...	12 12 3	67 4 5	128 8 3
Montrose (L.)	352 1 5	9 2 1	17 0 0	201 12 6	...	...	0 11 6	5 5 2	3 1 6
Murroes	...	...	7 2 0	263 16 6	...	...	0 4 4	1 2 0	14 19 4
Newtyle	...	...	15 0 0	347 3 0	...	...	0 14 8	6 2 0	1 4 3
Oathlaw	143 0 11	3 0 6	8 17 0	120 7 10	...	...	1 1 6	2 9 2	0 18 7
Panbride	116 2 8	...	15 0 0	348 13 8	...	...	0 17 3	10 2 8	2 16 2
Rescobie	...	...	8 0 0	119 6 10	...	...	0 1 6	0 1 6	0 6 0
Ruthven	...	...	10 0 0	113 4 1	...	...	0 11 8	1 7 0	0 12 0
St. Vigeans and Arbroath (L.)	62 11 5	...	32 10 0	403 11 11	...	...	2 12 4	6 18 0	9 1 3
Stracathro	72 19 3	...	6 0 0	235 4 3	...	...	0 12 0	2 4 0	1 12 2
Tannadice	19 0 10	...	13 7 0	300 6 4	...	...	2 4 9	1 15 2	8 10 2
Tealing	12 0 7	...	13 0 0	241 9 1	...	...	1 10 8	...	4 2 8
Total of Forfar	6,295 6 6	136 1 11	2,226 11 8	44,124 3 5	...	19,345 19 11	508 8 5	979 11 8	2,458 12 8
HADDINGTON.									
Aberlady	...	...	12 10 0	295 11 0	...	...	0 8 0	...	6 17 9
Athelstaneford	...	...	15 0 0	233 5 9	...	...	0 9 0	2 13 2	1 8 5
Bolton	...	2 12 5	10 0 0	117 7 8	...	...	0 14 0	...	0 16 5
Dirleton	238 17 3	...	31 0 0	529 11 6	...	81 7 0	1 13 8	1 18 9	15 12 4
Dunbar (B.)	...	...	44 10 0	678 3 9	...	...	2 11 3	7 19 2	34 14 3
Dunbar (L.)	83 7 0	...	35 0 0	496 12 5	...	...	5 9 0	10 17 1	8 3 4
Garvald	...	5 0 4	12 10 0	178 17 7	...	25 0 0	0 17 0	1 13 8	4 1 3
Gladsmuir	...	4 16 6	38 0 0	502 11 3	...	...	1 13 8	0 2 8	35 8 5
Haddington (Incl. B.)	155 15 3	...	46 10 0	779 17 8	...	...	11 8 10	16 3 6	50 12 4
Humbie	...	2 13 2	12 10 0	138 14 4	...	...	0 3 7	...	1 13 6
Innerwick	12 5 10	...	8 3 0	230 8 11	...	...	0 3 1	4 1 7	6 8 2
Morham	...	...	10 0 0	82 15 6	...	...	...	0 9 7	2 3 2
North Berwick	...	13 0 3	51 0 0	481 18 7	...	...	9 3 8	6 18 10	28 14 5
Oldhamstocks	14 2 4	...	14 0 0	136 4 2	...	...	0 17 4	...	1 1 3
Ormiston	...	2 18 8	20 16 8	377 1 10	...	...	3 17 5	1 16 1	5 6 4
Pencaitland	...	...	20 0 0	169 7 3	...	69 13 0	0 16 0	5 11 3	2 2 10
Prestonkirk	6 6 0	...	25 0 0	534 16 3	...	...	2 0 0	2 19 4	65 11 2
Prestonpans	328 13 4	...	33 16 3	589 12 1	...	...	12 9 1	6 15 7	16 4 7
Salton	11 19 0	3 15 0	13 0 0	172 4 10	...	...	1 15 8	0 2 4	2 3 1
Spott	22 7 8	9 8 0	12 10 0	174 3 6	...	...	1 0 0	0 14 8	2 2 1
Stenton	70 16 8	...	13 0 0	282 17 0	...	...	0 4 0	...	9 8 2
Tranent	...	...	45 0 0	1,283 8 5	...	300 0 0	10 8 0	18 12 0	28 11 1
Whitekirk and Tynninghame	386 11 9	...	14 3 0	289 5 7	...	...	3 13 6	1 13 0	6 19 2
Whittinghame	...	...	8 0 0	154 17 5	...	...	0 12 7	0 8 6	1 5 4
Yester	...	1 3 6	10 0 0	337 15 7	...	367 16 4	4 4 6	4 5 2	6 11 10
Tl. of Haddington	1,331 2 1	45 7 10	555 18 11	9,347 9 10	...	843 16 4	76 12 10	95 15 11	344 0 2

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
14 7 5	21 4 11	...	33 8 9	24 17 6	...	...	...	498 14 11	169 18 7	746 5 0
2 7 4	5 1 7	...	...	...	...	...	...	164 15 0	13 1 4	...
7 15 10	5 18 0	...	...	...	...	...	...	204 4 10	...	4 4 2
8 1 2	21 12 7	...	38 13 10	40 0 0	...	...	3 0 0	746 11 9	96 17 5	720 0 0
1 16 2	16 5 0	...	16 3 5	10 1 7	...	...	0 2 6	211 2 7	...	452 19 7
7 19 10	7 9 1	...	9 8 10	9 11 10	...	...	3 2 5	266 11 7	...	312 17 9
25 11 3	54 15 1	...	145 2 0	130 7 2	...	1 11 7	...	1,040 19 3	75 7 7	4,042 6 2
20 14 6	19 3 0	...	29 10 1	20 9 11	...	...	1 6 10	480 17 8	...	833 18 3
112 4 4	162 18 9	...	117 10 0	138 6 8	...	2 12 0	62 6 6	3,231 0 1	...	3,113 5 8
4 18 5	28 7 6	...	11 10 6	...	...	...	11 0 10	644 11 5	27 17 2	350 0 0
37 3 8	4 14 4	...	50 10 8	26 8 4	...	...	1 1 3	407 2 5	7 5 11	1,417 7 3
0 18 0	15 19 8	...	28 15 4	21 4 8	...	...	...	437 1 7	...	801 5 0
4 8 11	6 7 11	...	9 19 6	15 0 0	...	...	9 1 10	324 13 8	...	394 15 5
25 2 7	20 5 1	...	...	...	...	...	1 8 10	540 8 6	...	99 8 0
0 4 11	4 8 0	...	...	...	...	...	...	132 8 9	35 17 0	...
4 5 2	2 12 1	...	...	...	...	...	...	132 12 0	15 6 11	...
7 4 3	24 1 10	...	44 4 3	37 13 2	...	...	7 18 2	638 6 7	15 15 9	1,241 14 4
1 15 10	11 18 6	...	...	...	...	...	11 6 8	343 12 8	...	56 18 5
72 13 6	12 7 6	...	14 6 1	12 13 3	...	...	3 12 5	460 17 0	...	402 14 10
13 5 10	9 6 6	...	28 19 0	15 5 3	0 7 6	...	1 18 0	341 5 1	0 13 2	811 18 7
1,988 13 6	2,600 13 10	227 5 2	5,368 10 9	3,746 7 7	117 13 4	81 3 7	914 0 6	91,119 4 5	1,202 6 0	158,284 0 5
43 14 4	10 8 2	...	...	...	...	...	15 0 6	384 9 9	116 0 1	...
1 16 4	13 19 9	...	17 15 7	14 16 11	...	...	...	301 4 11	58 10 3	493 1 10
3 13 8	4 15 0	...	...	...	...	...	0 4 7	140 3 9	49 7 3	...
13 14 2	27 8 2	...	85 14 6	73 15 0	...	...	27 6 1	1,127 18 5	...	2,562 19 2
13 5 4	50 4 11	...	98 17 11	65 19 8	...	10 3 4	15 1 7	1,021 11 2	27 15 7	2,771 2 2
9 13 7	54 16 3	...	25 8 0	23 10 9	...	...	10 11 8	763 9 1	12 16 11	702 3 0
2 17 6	13 4 0	35 15 9	7 6 3	6 13 4	...	...	2 10 7	296 7 3	16 19 10	190 0 0
18 0 7	22 5 6	...	...	...	1 1 0	...	0 6 1	624 5 8	...	4 1 11
188 6 7	66 5 9	...	229 3 11	130 10 3	19 7 0	...	27 9 8	1,721 10 9	...	6,323 19 6
2 9 7	4 10 0	28 6 8	62 9 6	46 13 5	...	...	...	300 3 3	181 19 3	1,742 3 10
7 13 3	7 9 4	...	27 12 7	28 1 6	...	...	14 3 6	316 10 9	...	750 8 9
2 1 2	1 10 0	...	20 11 11	6 13 9	0 18 10	...	0 8 1	127 12 0	64 14 6	581 14 2
27 17 3	32 17 4	...	64 19 7	71 10 0	...	...	2 13 4	790 13 3	137 5 10	1,785 0 0
9 2 0	4 6 8	...	15 15 0	30 0 0	...	...	0 10 0	225 18 9	...	493 19 1
6 1 1	20 5 2	...	37 13 6	27 15 8	...	...	2 16 6	506 8 11	69 6 9	1,055 10 4
23 18 11	21 6 3	...	...	...	3 0 4	...	1 16 4	317 7 2	30 11 10	...
7 14 1	26 4 4	...	83 13 9	86 13 4	...	...	8 10 11	849 9 2	10 11 1	2,166 13 4
29 5 0	47 1 4	...	90 0 2	100 0 0	...	8 5 8	11 19 11	1,274 3 0	...	2,822 5 11
12 8 3	10 6 0	...	2 16 3	3 17 3	...	...	...	234 7 8	...	103 8 11
5 12 3	8 13 0	...	14 5 11	12 17 10	...	...	3 7 11	267 2 10	...	416 14 4
23 2 1	10 0 0	...	72 15 11	20 14 1	...	...	2 18 8	505 16 7	...	2,133 15 1
147 19 10	78 19 11	...	251 13 5	99 6 5	...	10 18 2	15 9 3	2,290 6 6	917 4 3	7,040 18 2
2 4 0	17 3 5	...	41 12 6	42 17 2	...	...	13 10 8	819 13 9	...	1,454 19 11
10 18 4	6 8 6	...	8 3 3	26 16 9	...	...	1 0 0	218 10 8	52 0 0	133 10 10
...	17 10 9	...	35 18 9	33 6 8	...	...	0 15 4	819 8 5	...	1,143 17 3
613 4 2	577 19 6	64 2 5	1,294 8 2	952 9 9	24 7 2	29 7 2	178 11 2	16,274 13 5	1,745 3 5	36,872 7 6

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
INVERNESS.									
MAINLAND.									
Abernethy	157 10 6	...	31 10 0	448 9 10	...	323 0 6	1 5 2	3 19 11	9 18 5
Alvie	84 10 10	...	10 15 6	197 12 5	...	...	1 11 2	2 3 10	3 13 10
Ardersier	...	3 3 0	25 10 0	240 7 1	...	...	0 13 10	13 4 11	4 8 5
Boleskine and Abertarff	...	8 8 0	22 5 0	255 15 3	...	....	5 14 4	24 15 4	15 15 7
Croy and Dalcross	49 7 6	...	22 0 0	335 12 1	...	...	4 5 10	3 12 7	7 15 5
Daviot and Dunlichty	72 13 2	...	25 8 3	321 6 11	...	...	4 16 7	1 1 3	12 13 8
Dores	...	...	31 0 0	312 8 2	...	...	2 19 0	9 1 7	11 1 10
Duthill, &c.	...	17 19 5	28 0 0	443 8 6	...	...	1 5 3	4 9 0	17 8 8
Glenelg	...	7 0 0	9 14 9	522 16 10	...	...	2 5 8	7 18 7	16 6 9
Glengarry	...	...	20 0 0	146 6 0	...	...	0 16 7	10 7 2	1 12 5
Insh	...	...	13 5 0	104 3 6	...	...	3 1 6	0 15 8	1 17 10
Inverness (B).	...	83 1 3	175 0 0	1,661 15 8	...	1,092 0 0	33 2 6	53 10 9	185 10 6
Inverness (L.)	...	9 17 5	120 0 0	733 0 5	...	...	...	27 7 4	29 13 0
Kilmonivaig	...	4 4 6	40 0 0	331 0 4	...	...	1 8 10	14 15 3	7 16 7
Kilmorack	...	...	23 16 9	412 13 4	...	...	9 1 3	5 16 9	16 2 3
Kiltarlity	124 12 4	...	25 0 0	550 16 2	...	...	3 6 10	1 13 2	24 9 6
Kingussie	0 6 0	...	14 0 0	547 12 1	...	...	1 2 6	13 0 6	32 14 1
Kirkhill	...	...	17 5 0	330 12 4	...	...	1 11 5	4 19 3	10 15 1
Laggan	106 4 7	...	35 10 0	335 0 7	...	...	2 5 7	2 17 9	8 1 1
Moy & Dalarossie	127 11 4	...	13 0 0	197 5 8	...	...	...	14 9 8	5 9 8
Petty	11 1 2	6 8 0	23 0 0	338 7 3	...	...	...	0 9 0	12 17 0
Urquhart & Glenmoriston	25 14 7	...	32 0 0	453 14 10	...	...	5 6 11	29 9 3	40 4 7
INSULAR.									
Barra	...	...	26 0 0	443 15 2	...	...	2 0 7	22 14 7	11 5 6
Bracadale	352 1 7	4 5 9	16 0 4	277 11 4	...	...	2 19 1	3 12 4	6 1 2
Duirinish	621 15 10	17 13 4	21 5 0	667 7 11	...	6 7 0	9 3 7	9 16 11	16 5 6
Harris	110 3 8	...	58 7 8	722 2 3	...	...	13 8 1	30 14 4	18 5 0
Kilmuir	169 12 3	3 18 2	5 0 0	150 10 3	...	...	4 5 1	4 15 10	3 16 1
North Uist	1,608 4 8	...	39 0 0	842 3 5	...	271 2 6	4 18 6	69 8 2	11 16 3
Portree	...	23 10 1	31 0 0	711 2 5	...	...	17 12 11	7 7 9	24 18 5
Sleat	173 0 8	...	15 0 0	421 18 0	...	...	1 16 11	...	39 5 1
Small Isles	...	...	7 0 0	132 17 0	...	...	0 5 0	8 9 3	0 17 4
Snizort	433 0 4	7 6 1	26 8 3	408 8 9	...	...	4 0 6	11 0 6	11 5 2
South Uist	...	...	55 5 6	1,011 13 3	...	...	7 0 9	32 0 6	29 13 0
Stenscholl	...	6 19 10	6 16 0	228 7 0	...	...	3 18 6	3 0 6	2 0 0
Strath	427 16 3	...	17 0 0	556 2 5	...	...	...	8 4 1	8 13 6
Tl. of Inverness	4,655 7 3	203 14 10	1,082 3 0	15,794 4 5	...	1,692 10 0	157 10 3	461 3 3	660 8 2
KINCARDINE.									
Arbuthnott	46 5 1	...	16 0 0	245 16 11	...	...	1 1 2	1 14 0	1 17 1
Banchory-Devenick	...	...	43 16 3	693 12 3	...	44 15 1	4 6 7	...	13 18 7
Banchory-Ternan	284 19 3	1 1 0	34 10 0	836 13 5	...	9 10 0	10 15 6	5 3 3	21 0 2
Benholme	...	...	31 0 0	385 11 11	...	...	5 16 0	4 15 6	11 4 3
Bervie (incl. B.)	229 11 6	...	20 0 0	525 1 0	...	...	1 15 4	5 5 1	6 7 11
Dunnottar	...	...	30 0 0	506 19 4	...	...	1 5 1	6 18 7	6 15 5
Durris	...	4 11 3	15 0 0	363 9 1	...	...	5 6 7	1 4 9	4 5 3
Fettercairn	97 14 9	...	12 17 0	422 19 0	...	...	...	6 8 0	8 15 1
Fetteresso and Rickarton	...	...	67 10 0	1,540 4 1	...	18 12 6	27 12 1	14 3 0	35 19 11
Fordoun	18 19 8	...	20 0 0	532 11 10	...	...	1 7 7	3 5 11	15 16 6
Garvock	16 9 8	...	7 10 0	105 11 4	...	...	0 1 6	1 10 9	5 19 1
Glenbervie	20 16 1	4 6 6	11 0 0	330 3 11	...	...	0 10 8	1 9 9	3 10 10
Kinneff and Catterline	25 17 1	...	14 0 0	318 4 10	...	...	0 11 5	2 6 1	3 12 0

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
14 10 9	23 3 6	...	28 4 0	16 15 11	...	...	29 19 7	1,088 8 1	32 3 9	1,206 2 1
17 12 6	16 9 2	9 0 0	4 14 6	9 6 10	...	...	6 13 11	364 4 6	...	253 19 8
9 6 1	16 8 3	...	11 10 3	10 4 9	...	...	2 14 6	337 11 1	45 15 10	318 12 8
9 14 7	21 14 11	33 1 5	39 12 0	33 10 6	...	...	10 11 0	480 17 11	90 7 11	1,106 6 6
30 7 9	19 12 0	...	32 2 7	20 6 6	...	...	3 7 0	528 9 3	...	910 9 8
25 13 6	20 14 11	...	25 16 10	23 11 11	...	...	12 13 9	546 10 9	46 0 4	715 4 6
22 3 1	18 6 11	...	43 8 1	37 13 11	...	...	11 18 11	500 1 6	...	1,248 5 7
6 3 3	21 10 0	...	44 3 1	19 0 9	...	...	17 16 3	621 4 2	...	1,483 15 0
16 3 5	10 10 6	...	30 3 2	20 0 0	...	...	4 18 0	647 17 8	...	844 14 3
7 0 3	7 14 9	...	...	...	...	...	...	193 17 2	83 17 11	...
5 10 8	8 10 0	8 0 0	6 0 8	4 16 0	...	...	0 1 8	156 2 6	1 19 2	168 14 4
79 17 8	128 14 11	...	359 16 6	230 13 7	...	...	61 4 6	4,144 7 10	...	11,032 3 2
52 11 4	41 12 9	...	46 15 7	66 13 4	...	...	15 16 2	1,143 7 4	...	1,269 0 2
20 15 3	22 5 0	...	30 2 3	52 19 0	...	13 16 4	3 18 0	543 1 4	16 0 6	836 15 6
38 10 10	17 7 2	44 8 11	72 0 1	63 18 8	...	...	1 16 5	705 12 5	155 3 1	2,057 5 9
25 1 3	9 16 0	...	28 15 10	35 11 8	...	...	9 7 11	828 10 8	...	891 6 4
16 17 8	39 11 8	...	41 5 4	28 14 8	...	...	2 7 5	737 11 11	21 13 1	1,150 6 10
5 9 5	19 7 0	...	16 14 5	15 18 1	...	...	7 14 1	430 6 1	70 17 8	461 17 8
10 0 0	21 18 2	...	31 0 1	26 5 0	...	...	4 16 9	583 19 7	...	971 3 6
2 6 0	10 17 5	...	14 2 4	25 5 9	...	...	13 3 0	423 10 10	...	530 17 9
4 9 11	9 19 0	...	24 11 2	33 6 8	...	...	4 18 5	469 7 7	...	693 0 0
16 3 4	35 6 6	...	110 1 8	81 8 0	50 19 3	...	1 5 0	881 13 11	64 0 11	3,063 16 0
13 3 6	9 16 0	...	39 11 0	22 8 2	...	...	...	590 14 6	31 0 4	913 15 9
95 4 1	4 10 0	...	5 1 11	1 6 7	...	...	30 7 2	799 1 4	...	1,168 11 7
36 8 8	12 6 2	...	80 14 7	25 16 9	...	0 3 0	23 18 6	1,549 2 9	...	2,819 10 8
97 8 3	13 13 0	...	175 1 7	131 2 3	...	...	2 19 5	1,373 5 6	...	5,103 12 6
44 4 8	2 0 0	...	10 18 3	2 9 1	...	...	11 15 3	413 4 11	...	1,507 3 11
85 15 7	...	...	94 18 2	28 14 1	13 10 8	7 7 0	26 18 8	3,103 17 8	...	3,132 19 8
302 2 5	27 2 4	...	80 9 6	26 3 2	...	...	4 13 5	1,256 2 5	...	2,365 8 11
26 19 8	16 18 0	...	79 12 2	22 18 1	...	...	12 2 6	309 11 1	...	2,437 19 6
1 18 6	2 10 0	...	5 8 1	10 1 5	...	...	2 16 7	172 3 2	...	176 11 9
25 18 2	6 1 1	...	65 5 0	18 3 8	...	...	43 11 6	1,060 9 0	...	2,472 3 2
48 0 4	2 16 6	...	134 0 0	97 0 0	0 13 6	11 4 9	6 15 8	1,436 3 9	...	3,775 13 5
11 13 1	...	...	6 0 5	1 8 2	...	...	0 7 0	270 10 6	43 13 5	281 18 3
1 4 0	7 12 0	...	83 15 3	27 1 3	...	...	29 16 2	1,167 4 11	...	2,905 3 10
1,226 9 5	646 15 7	94 10 4	1,901 16 4	1,260 14 2	65 3 5	32 11 1	423 4 1	30,358 5 7	702 13 11	60,271 9 10
33 1 10	7 12 0	13 1 1	...	...	...	...	2 19 8	369 8 10	...	80 2 9
103 15 5	9 3 3	...	87 7 1	72 10 0	...	...	14 18 8	1,088 3 2	...	2,428 11 8
34 10 10	48 12 8	...	115 5 2	57 10 2	...	...	6 11 4	1,456 2 9	27 3 4	3,231 15 5
22 3 1	23 17 9	...	23 1 8	20 9 4	...	3 13 9	1 3 5	532 16 8	24 5 0	637 13 3
27 13 5	24 5 6	...	36 15 8	22 0 8	...	3 3 10	10 14 8	912 14 7	87 7 11	1,203 4 9
10 13 8	15 19 11	13 9 2	44 4 2	30 11 4	...	...	1 12 6	668 9 2	159 17 0	1,282 8 8
9 15 10	7 19 10	...	51 16 0	16 8 0	0 5 0	...	4 8 3	484 9 10	...	1,467 14 2
5 7 7	24 15 7	...	19 18 6	16 11 8	...	...	3 17 4	619 4 6	...	518 1 11
50 9 1	74 0 4	...	197 10 8	108 5 8	...	...	5 0 0	2,139 7 4	804 10 7	5,530 9 4
133 8 8	29 16 11	62 9 3	30 12 6	20 0 0	...	...	2 15 1	871 3 11	...	940 11 8
3 0 0	4 7 6	25 7 1	...	...	...	...	2 15 1	172 11 11	22 19 3	...
1 19 11	13 5 10	...	21 19 10	9 2 7	...	...	1 15 4	420 1 3	...	629 7 5
12 13 6	16 3 8	...	26 13 7	15 0 0	...	...	0 9 1	435 11 3	...	677 14 11

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
KINCARDINE—*cont.*									
Laurencekirk	...	...	50 0 0	637 9 10	...	...	15 13 5	5 13 10	18 16 10
Maryculter	22 6 9	...	15 0 0	251 15 7	...	...	2 18 0	4 0 3	7 5 6
Marykirk	...	..	30 0 0	427 17 11	...	...	1 19 6	1 0 5	10 17 9
Nigg	...	...	46 7 2	695 10 2	...	30 15 0	2 6 5	27 1 4	46 14 11
St. Cyrus	...	...	27 0 0	366 5 4	...	...	2 10 0	5 5 8	11 15 6
Strachan	16 14 2	...	7 0 0	218 9 1	...	...	0 4 3	1 12 1	10 16 8
Tl. of Kincardine	779 14 0	9 18 9	488 10 5	9,404 6 10	...	103 12 7	86 1 11	98 18 3	245 9 3
KINROSS.									
Cleish	...	...	5 0 0	149 14 6	...	...	...	0 9 6	1 6 10
Fossoway & Tullibole	18 6 5	...	22 0 9	246 19 11	...	...	0 12 0	0 10 1	13 6 11
Kinross	...	...	22 10 0	471 10 6	...	...	1 3 6	5 7 4	25 15 8
Orwell	131 14 2	...	17 10 0	241 0 0	...	...	2 0 0	1 7 11	9 16 0
Portmoak	23 10 5	...	15 0 0	208 8 10	...	...	0 12 2	5 11 7	1 1 10
Total of Kinross	173 11 0	...	82 0 0	1,317 13 9	...	...	4 7 8	13 6 5	51 7 3
KIRKCUDBRIGHT.									
Anwoth	...	...	11 17 6	383 10 9	...	...	1 11 11	1 5 8	8 13 9
Balmaclellan	...	...	21 10 0	325 12 6	...	...	0 5 0	1 14 8	3 7 10
Balmaghie	...	...	16 10 0	244 13 3	...	...	4 19 1	2 8 6	5 3 8
Bargrennan	...	2 14 6	6 0 0	177 19 3	...	...	2 18 0	0 1 6	0 9 9
Borgue	430 5 10	...	16 0 0	451 5 6	...	...	0 15 1	3 6 1	9 11 8
Buittle	...	...	16 0 0	278 12 10	...	33 6 6	1 14 3	4 5 3	0 14 11
Carsphairn	...	6 13 5	8 0 0	163 9 4	...	...	1 4 7	2 7 0	2 7 5
Colvend	34 10 5	...	12 4 0	388 18 8	...	...	0 12 0	9 7 2	6 6 5
Corsock	33 3 3	8 8 6	12 0 0	170 0 0	...	...	1 0 0	2 14 11	17 11 6
Crossmichael	132 16 7	...	16 0 0	428 17 11	...	...	1 18 3	1 16 5	4 16 7
Dalry	79 6 7	...	20 0 0	319 2 11	...	...	2 12 5	3 9 7	4 16 5
Girthon	...	...	10 4 6	268 5 1	...	...	0 6 8	0 8 9	2 3 8
Irongray	13 2 11	...	11 0 0	260 2 2	...	...	0 15 1	0 12 6	2 1 0
Kells	...	4 10 0	11 10 0	231 10 0	...	...	0 5 7	18 14 1	1 19 9
Kelton	27 14 6	...	20 0 0	1,159 9 2	...	...	5 12 7	8 7 7	23 9 1
Kirkbean	23 2 0	...	20 0 0	270 8 4	...	446 11 3	1 5 0	6 3 3	4 3 5
Kirkcudbright (including B.)	26 8 6	...	25 0 0	939 15 6	...	...	3 0 1	5 3 1	2 15 10
Kirkgunzeon	23 0 7	...	11 16 8	207 13 9	...	...	0 5 8	1 3 2	4 11 8
Kirkmabreck	68 1 8	4 6 11	17 5 4	478 0 8	...	623 12 9	1 17 9	6 9 4	7 16 3
Kirkpatrick-Durham	35 4 2	...	12 0 0	248 13 6	...	964 3 8	1 19 6	2 8 9	7 4 1
Lochrutton	...	10 3 3	2 0 0	184 13 11	...	...	5 4 2	2 13 6	0 12 3
Minnigaff	109 13 11	9 7 7	14 0 0	333 1 4	...	...	0 10 9	8 12 0	6 18 8
New Abbey	139 18 2	...	17 10 0	336 9 8	...	...	2 6 2	1 19 6	10 2 3
Parton	...	8 0 6	12 0 0	133 3 2	...	21 6 9	0 14 6	0 19 8	0 10 7
Rerrick	22 13 9	...	18 5 0	543 8 11	...	...	3 14 0	13 13 11	4 13 3
Terregles	4 18 11	...	15 0 0	146 3 5	...	...	0 14 0	0 4 10	2 8 0
Tongland	0 2 8	...	7 0 0	152 19 6	...	...	1 12 0	0 12 6	2 2 1
Troqueer	...	...	72 10 0	1,457 17 3	...	...	8 12 6	18 4 7	28 9 4
Twynholm	...	...	14 0 0	270 5 4	...	...	...	0 17 8	4 5 8
Urr	...	...	55 0 0	1,080 9 2	...	...	3 19 7	61 10 9	22 5 2
Tl. of Kirkcudbright	1,204 4 7	54 4 8	522 3 0	12,034 12 9	...	2,089 0 11	62 6 2	191 15 2	202 11 11

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1885.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
58 2 4	20 16 6	43 7 8	84 10 4	58 16 0	...	...	6 7 6	999 14 3	...	2,397 5 8
18 16 10	12 17 0	...	32 2 5	10 10 1	...	...	0 17 0	378 9 5	...	935 7 9
8 11 6	20 4 6	...	68 5 6	42 10 4	...	...	...	611 7 5	29 2 8	1,908 3 10
19 13 4	36 1 6	...	146 13 6	88 1 6	...	...	7 1 3	1,146 6 1	93 18 10	4,018 15 10
27 12 2	18 17 9	...	...	...	...	...	...	459 6 5	38 11 9	...
0 18 6	16 10 0	...	38 16 7	12 5 7	...	...	1 0 0	324 6 11	...	1,099 15 10
582 7 6	425 8 0	157 14 3	1,025 13 2	600 12 11	0 5 0	6 17 7	74 6 1	14,089 15 8	1,267 16 4	28,932 4 10
8 15 11	6 8 6	...	...	...	...	...	...	171 15 3	38 6 2	...
15 5 2	12 14 2	...	25 19 9	23 15 0	...	...	1 2 2	380 11 7	...	742 17 0
71 4 0	34 16 10	10 4 3	32 18 4	32 6 8	...	...	4 12 9	712 9 10	33 1 8	908 3 0
3 5 9	11 9 7	7 0 5	11 3 4	10 11 8	...	2 10 2	10 10 8	459 19 8	...	428 12 2
1 17 3	10 14 11	...	6 1 6	19 2 6	...	...	2 13 8	294 14 8	11 18 6	132 0 6
100 8 1	76 4 0	17 4 8	76 2 11	85 15 10	...	2 10 2	18 19 3	2,019 11 0	83 6 4	2,211 12 8
7 8 3	4 15 2	...	9 15 1	9 5 7	...	...	3 3 5	441 7 1	14 1 7	269 7 3
6 16 6	17 15 10	...	11 17 3	9 17 9	...	...	18 8 0	417 5 4	97 13 3	342 1 4
...	16 1 9	...	48 3 5	48 11 7	...	...	1 1 2	387 12 5	47 18 3	1,302 19 8
9 5 8	2 18 10	...	...	...	...	...	2 15 4	205 2 10	0 5 0	...
9 10 2	13 16 0	...	8 13 5	21 4 5	...	...	17 2 5	961 10 7	...	366 8 3
23 7 11	14 3 1	...	18 1 7	33 3 3	...	...	0 17 2	424 6 9	...	498 1 4
5 4 9	6 14 8	24 2 6	...	...	0 16 2	...	...	220 19 10	104 13 5	...
59 18 10	13 9 11	...	43 18 1	43 1 11	...	...	4 4 0	616 11 5	...	1,248 12 1
...	9 18 0	...	...	...	...	...	2 3 10	257 0 0	...	23 8 3
9 10 10	12 18 10	...	56 13 7	57 10 2	...	...	24 5 1	747 4 3	...	1,665 8 7
19 0 11	24 6 0	5 4 0	55 8 4	66 13 4	25 1 7	...	1 10 6	626 12 7	...	1,681 9 11
6 9 9	2 8 0	62 8 2	...	...	...	...	1 13 3	354 7 10	8 7 0	...
11 7 5	8 14 4	...	8 5 7	21 10 0	...	...	1 0 7	338 11 7	...	227 9 1
...	11 15 9	7 14 0	7 13 3	7 10 0	...	...	2 0 10	305 3 3	157 16 0	191 1 9
34 17 9	22 5 1	...	71 12 8	100 13 4	4 7 0	...	11 15 4	1,490 4 1	...	1,964 14 1
38 11 10	13 14 8	...	...	...	...	...	16 11 2	840 10 11	32 4 5	...
24 4 8	52 6 7	...	5 2 7	8 18 1	...	...	80 1 11	1,172 16 10	38 16 0	139 15 11
1 10 9	6 15 10	...	8 12 1	24 11 8	...	...	3 4 7	293 6 5	...	241 2 5
13 0 7	26 19 10	...	5 8 5	7 6 8	...	...	27 18 1	1,288 4 3	...	984 18 9
6 0 9	11 3 10	25 10 4	...	...	4 10 5	...	24 6 9	1,343 5 10	...	939 14 11
3 2 3	8 17 6	...	...	...	...	...	11 7 0	228 13 10	72 2 4	...
0 14 1	8 9 11	...	34 17 2	18 7 2	...	...	7 9 11	552 2 6	...	1,055 17 4
8 19 11	9 13 0	...	41 18 4	18 2 1	...	...	12 5 10	599 5 0	...	1,280 1 5
...	9 16 9	...	...	...	...	...	1 13 6	188 5 5	...	1 15 5
33 12 9	28 6 8	...	52 6 10	52 1 2	...	...	1 3 0	773 18 3	...	1,482 7 11
7 18 4	4 0 0	...	5 17 11	6 0 3	...	...	0 2 2	193 7 10	1 6 7	162 8 7
10 8 1	7 1 8	...	...	...	...	...	0 8 5	182 6 11	25 0 3	...
78 4 4	79 11 3	...	97 16 5	81 19 4	...	1 1 6	5 16 0	1,921 2 6	...	2,844 3 7
7 18 4	13 5 0	...	28 17 6	25 0 0	...	...	...	364 9 6	47 4 4	800 0 0
59 10 4	58 18 3	...	89 18 4	91 8 6	...	...	3 5 5	1,526 5 6	19 18 2	2,477 11 3
496 15 9	512 2 0	124 19 0	710 17 10	752 16 3	34 15 2	1 1 6	287 14 8	19,282 1 4	667 6 7	22,090 19 1

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK.									
Airdrie (B.)	...	...	126 0 0	2,427 16 1	...	1,145 17 8	18 11 6	76 3 11	121 0 9
Avondale	456 14 8	25 5 11	54 10 0	1,210 17 9	...	...	26 16 8	34 5 5	19 6 0
Biggar	68 5 11	6 12 11	25 9 0	658 8 7	...	...	0 14 0	1 7 6	14 15 7
Blantyre	693 4 6	...	80 0 0	1,515 9 2	...	...	9 13 10	121 14 3	78 5 8
Bothwell	5,682 9 7	62 2 0	292 18 8	4,172 4 4	...	1,586 10 0	76 3 6	110 17 7	243 13 3
Cadder	370 4 0	38 13 9	100 0 0	1,303 3 6	...	...	15 6 1	23 15 8	68 4 1
Calderhead	748 9 1	...	45 0 0	499 13 4	...	...	3 12 11	24 0 9	15 5 0
Cambuslang	1,597 10 9	...	108 10 10	2,046 8 11	...	264 9 9	23 7 7	159 11 8	89 3 10
Cambusnethan	1,878 18 4	...	110 0 0	3,052 9 4	...	50 0 0	8 4 0	43 19 2	139 7 11
Carluke	732 2 1	...	113 19 0	1,797 11 8	...	...	3 0 5	37 13 6	58 3 8
Carmichael	...	...	8 0 0	169 9 8	...	39 4 5	0 2 6	1 2 8	3 17 1
Carmunnock	55 10 4	...	34 5 0	225 14 10	...	...	3 11 6	15 1 3	3 4 4
Carnwath	192 4 5	...	45 0 0	1,495 4 10	...	...	6 5 8	52 10 2	36 5 5
Carstairs	56 4 1	...	8 0 0	310 17 0	...	...	0 4 0	2 17 6	3 15 6
Clarkston	267 11 8	...	90 0 0	1,382 5 5	...	...	8 15 2	78 12 8	68 14 6
Covington and Thankerton	...	...	3 0 0	187 14 5	...	...	...	0 4 2	1 4 3
Crawford	...	3 13 4	13 0 0	371 4 4	...	...	0 14 6	4 10 0	22 1 11
Crawfordjohn	...	4 4 8	11 0 0	224 0 6	...	259 9 8	0 15 0	0 12 8	0 19 8
Culter	...	...	4 4 0	156 16 11	...	...	1 0 0	0 7 0	2 12 6
Dalserf	36 2 5	...	37 9 4	550 14 3	...	...	1 6 6	61 18 7	20 8 5
Dalziel	279 7 9	15 15 0	110 6 8	1,635 16 7	...	2,713 2 8	11 18 9	48 0 1	67 7 1
Dolphinton	...	...	6 0 0	177 7 2	...	...	0 6 0	0 4 0	0 6 4
Douglas	...	...	20 0 0	793 19 5	...	43 16 8	2 12 9	8 8 2	7 15 4
Dunsyre	...	...	1 1 0	90 16 3	...	...	0 10 0	2 0 8	0 3 2
East Kilbride	...	...	40 0 0	590 3 9	...	...	7 7 2	21 7 6	21 15 11
Glasgow (B.)	...	...	5,980 12 8	78,021 4 6	27,347 13 8	47,021 17 0	1,301 5 6	3,065 16 6	5,673 4 9
Glassford	...	3 0 0	20 0 0	389 6 8	...	...	0 10 0	0 18 4	9 1 7
Govan	...	...	1,474 7 6	21,292 16 2	...	31,855 4 0	463 12 10	1,438 4 2	2,320 1 2
Hamilton (B.)	1,619 1 1	30 4 2	136 13 4	1,361 9 7	...	1,273 5 3	11 6 9	34 19 7	41 4 6
Hamilton (L.)	993 15 5	55 0 0	187 10 0	3,076 3 0	...	561 3 1	7 8 9	51 1 6	153 15 4
Lanark (B.)	163 14 4	...	34 9 2	978 10 4	...	64 14 3	10 0 4	41 0 9	35 13 9
Lanark (L.)	18 4 7	...	25 10 0	302 18 3	...	91 16 11	1 3 7	3 14 7	20 11 1
Larkhall	74 1 1	...	53 0 0	1,354 2 10	...	...	4 19 7	184 5 10	60 9 2
Leadhills	26 18 10	2 7 10	15 10 0	288 10 10	...	155 11 10	5 3 5	1 3 1	0 18 6
Lesmahagow	...	...	130 0 0	2,559 12 4	...	362 13 0	6 19 7	33 19 2	114 2 4
Libberton	...	...	9 10 0	212 4 6	...	...	2 11 7	0 16 5	2 4 6
Maryhill	412 9 4	128 17 0	228 0 0	2,452 16 0	...	360 10 0	78 16 11	142 1 9	223 18 0
New Monkland	...	...	110 0 0	1,451 1 9	...	38 10 0	16 17 2	14 14 2	64 4 10
Old Monkland	...	...	490 9 6	3,183 10 1	...	...	29 0 0	213 3 3	215 10 6
Pettinain	...	...	2 2 0	137 9 6	...	...	...	3 10 9	1 3 2
Rutherglen (Including B.)	...	14 5 7	130 10 0	1,940 13 9	...	762 1 2	27 3 3	19 8 10	154 17 8
Shettleston	...	10 0 0	125 0 0	1,428 18 0	...	1,025 10 2	9 13 11	144 17 1	133 14 4
Shotts	993 4 11	...	87 0 0	1,164 17 1	...	...	5 19 11	56 19 11	79 15 3
Springburn	257 3 11	...	45 0 0	795 13 0	...	2,655 9 11	17 10 2	22 10 10	42 8 7
Stonehouse	75 3 10	...	41 10 0	769 9 11	...	...	14 10 10	55 2 7	16 1 2
Symington	...	...	6 6 0	180 1 2	...	...	0 2 6	0 3 10	0 19 3
Walston	...	2 7 4	7 0 0	93 1 8	...	...	0 1 4	0 5 6	0 16 3
Wandell and Lamington	5 13 3	...	5 5 0	89 11 8	...	...	0 14 5	...	1 9 4
Wiston and Roberton	...	...	10 0 0	238 4 6	...	...	1 14 9	1 8 3	1 13 1
Total of Lanark	17,764 10 2	402 9 6	10,840 18 8	161,213 15 1	27,347 13 8	92,330 17 5	2,248 7 1	6,461 13 2	10,425 13
LINLITHGOW.									
Abercorn	...	2 19 4	24 0 0	248 0 6	...	...	1 0 1	1 8 9	15 1 6
Bathgate (B.)	...	5 16 10	40 0 0	* ...	...	...	0 12 4	1 1 0	...
Bathgate (L.)	133 14 0	...	81 0 0	835 5 11	...	...	21 3 10	52 1 7	24 6 1

* No school under the Board.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
119 5 9	107 8 2	...	319 0 4	328 15 6	...	4 9 8	77 5 6	5,071 14 10	152 19 0	14,457 14 3
132 3 9	84 0 6	37 13 0	95 11 3	100 0 0	1 14 10	...	41 16 3	2,320 16 0	...	2,783 10 4
116 15 1	22 17 3	...	13 6 0	25 0 0	11 0 0	...	13 11 1	978 3 9	...	462 3 6
25 6 5	83 2 11	...	293 13 1	325 2 1	5 5 3	1 17 0	31 12 10	3,264 7 0	...	8,096 7 2
241 0 4	172 2 9	...	750 12 7	571 4 11	31 8 8	74 13 1	191 8 6	14,259 9 9	...	23,750 5 7
81 8 7	126 18 1	22 19 6	297 5 10	297 8 5	...	...	40 4 0	2,785 11 6	3 10 7	8,214 12 9
93 13 9	32 7 7	21 10 7	94 15 11	202 5 6	...	4 10 5	28 3 2	1,813 8 0	...	3,339 6 2
162 19 2	240 11 11	...	521 16 1	328 13 1	...	...	86 11 1	5,629 14 8	...	14,587 11 11
197 9 9	193 13 11	36 2 1	365 17 9	544 2 3	...	34 14 8	110 2 7	6,765 1 9	...	11,886 4 7
125 6 8	144 6 8	...	274 12 3	191 9 2	...	...	32 14 8	3,510 19 9	...	8,174 14 6
4 8 11	5 2 0	...	...	...	...	...	...	231 7 3	...	9 8 4
16 16 6	15 15 7	20 14 1	53 13 10	49 12 5	...	2 0 1	1 12 11	497 12 8	10 0 6	1,484 9 9
62 0 2	72 1 8	...	109 1 3	190 0 0	...	...	17 11 5	2,278 5 0	...	3,284 9 10
8 15 7	7 4 4	...	7 0 0	6 13 4	...	...	2 12 6	414 3 10	...	199 0 3
76 1 11	99 4 7	...	176 18 7	128 17 11	2 7 11	12 12 10	35 5 10	2,427 9 0	...	5,122 5 6
24 13 9	4 2 1	...	...	...	...	...	0 5 4	221 4 0	1 2 5	...
5 11 8	15 13 5	...	26 19 1	66 4 5	...	...	23 6 7	552 19 3	259 8 0	703 18 0
1 6 0	18 2 9	...	...	...	...	...	0 3 0	520 13 11	...	168 18 0
24 15 2	8 8 2	...	...	...	...	...	...	198 3 3	24 16 8	...
15 6 4	39 7 1	...	81 16 3	110 0 0	...	6 0 9	3 5 0	963 14 11	203 9 2	2,255 0 0
139 5 7	130 15 0	...	325 9 3	342 8 2	...	9 9 0	54 3 9	5,883 5 4	473 0 0	11,403 14 4
0 1 10	6 11 8	...	9 4 2	8 3 10	...	...	...	208 5 0	3 5 8	254 18 11
15 0 5	40 12 11	...	95 16 10	98 19 2	...	...	...	1,127 1 8	192 12 10	2,663 16 4
0 6 0	7 17 6	...	...	...	...	...	...	102 14 7	35 13 2	5 8 9
52 10 10	47 8 2	...	79 18 1	88 16 11	...	...	...	949 8 4	...	2,136 17 9
3,684 14 9	7,129 7 11	...	23,120 12 2	14,856 10 8	10 0 0	134 15 3	3,442 12 9	220,689 8 1	10,819 7 4	655,081 10 2
1 17 11	...	...	40 12 8	80 0 0	...	...	0 7 8	545 14 10	34 7 9	992 0 0
1,178 17 1	2,258 13 0	...	4,656 17 1	3,786 10 10	13 7 0	40 7 5	1,810 7 3	72,589 5 6	4,352 18 0	135,353 8 8
108 4 10	84 2 2	...	164 2 5	124 7 1	27 14 7	18 9 0	201 14 4	5,236 18 8	...	7,367 17 4
141 2 8	199 1 9	...	836 11 0	411 12 8	...	34 9 5	91 18 4	6,800 13 4	...	23,976 4 8
36 14 11	67 6 5	...	149 10 7	84 18 4	15 7 4	2 13 6	6 1 6	1,690 15 6	32 11 1	3,993 2 9
11 5 1	16 13 2	...	77 9 5	72 15 10	0 5 0	...	6 10 8	646 18 2	...	2,091 2 10
140 2 1	105 10 3	...	217 13 2	210 1 10	...	...	53 18 5	2,958 4 3	...	6,117 4 3
47 16 11	13 5 11	...	...	...	2 9 6	...	0 8 3	560 4 5	...	225 4 6
210 8 3	146 10 0	...	277 6 11	366 4 4	...	...	8 9 10	4,216 5 9	756 8 8	7,546 15 4
7 15 2	7 12 0	...	...	...	...	...	1 11 1	244 5 3	13 16 6	...
188 16 8	166 18 6	88 16 5	523 17 7	465 19 4	1 5 1	6 14 10	153 6 3	5,623 3 8	...	13,856 0 1
130 8 1	12 10 7	10 19 11	257 9 6	197 18 11	...	1 15 2	0 12 0	2,307 2 1	585 6 2	7,068 17 0
121 6 11	228 10 1	...	486 16 8	536 10 0	...	63 3 2	93 5 4	5,661 5 6	728 9 9	13,424 6 4
21 17 9	5 3 11	...	...	...	...	...	...	171 7 1	8 12 5	...
128 1 3	78 11 6	...	171 3 6	192 15 8	48 17 10	...	22 17 4	3,691 7 4	1,285 19 3	6,697 17 8
194 15 4	122 18 0	106 3 7	314 8 11	213 3 4	...	...	33 18 8	3,863 1 0	...	9,117 19 9
55 14 2	73 1 1	...	161 13 10	289 1 8	...	...	54 9 3	3,021 17 7	...	5,331 14 3
7 10 10	78 2 2	33 6 4	209 9 0	152 19 0	24 17 6	0 8 6	12 19 7	4,355 8 10	...	6,632 19 2
35 10 11	49 3 11	...	62 6 10	63 6 8	...	...	9 13 10	1,192 1 1	...	1,672 17 5
3 10 1	5 13 1	...	4 16 3	22 0 0	...	...	...	223 12 4	54 11 5	121 0 0
10 17 4	1 0 0	...	...	...	...	...	...	120 9 7	...	0 13 5
24 16 9	7 5 1	...	...	...	...	...	1 0 11	135 16 5	13 15 3	...
32 1 10	7 0 2	...	...	...	...	...	...	292 2 7	104 14 9	...
8,266 17 6	12,589 17 4	378 5 6	25,925 6 9	26,129 13 3	196 0 6	453 3 9	6,797 19 3	409,813 3 10	20,150 16 4	1,082,113 12 1
...	17 0 2	...	56 3 0	46 9 4	...	...	4 12 10	416 15 0	9 3 11	1,559 6 8
...	...	142 8 3	...	...	...	1 2 4	0 8 4	191 9 1	148 1 6	1,161 3 10
34 2 3	43 2 9	42 19 4	147 1 11	82 18 4	...	0 9 9	27 4 8	1,525 10 5	...	4,107 4 4

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LINLITHGOW—*cont.*									
Borrowstounness	446 1 7	...	79 19 6	1,309 9 3	...	82 17 0	6 0 3	41 8 8	71 3 1
Carriden . .	318 0 10	...	12 10 0	540 4 6	...	...	9 1 0	34 3 0	14 5 0
Dalmeny (incl. B. of Queensferry)	...	...	40 0 0	840 5 9	...	485 4 6	1 5 2	6 2 11	8 5 10
Ecclesmachen .	44 19 8	...	17 0 0	245 5 10	...	72 11 0	...	...	1 3 11
Kirkliston . .	...	4 9 7	36 0 0	718 5 1	...	1,114 8 2	2 16 3	13 5 2	42 18 4
Linlithgow (B.) .	...	...	48 10 0	492 2 6	...	...	2 13 0	15 19 9	7 12 5
Linlithgow (L.) .	...	...	38 0 0	567 14 11	...	111 19 8	5 18 4	26 9 0	41 18 9
Livingstone . .	...	...	20 0 0	329 0 10	...	...	2 5 10	4 5 2	19 13 6
Torphichen . .	581 0 1	16 1 10	30 0 0	633 5 5	...	12 0 0	6 19 9	13 1 8	17 8 7
Uphall . .	...	...	92 0 0	1,186 8 0	...	97 5 0	3 19 0	21 9 9	65 6 10
Whitburn . .	...	...	50 0 0	884 13 2	...	534 6 8	5 9 9	28 17 3	14 14 9
Tl. of Linlithgow	1,523 16 2	29 7 7	608 19 6	8,830 1 8	...	2,530 12 0	69 4 7	259 13 8	343 18 1
NAIRN.									
Ardclach . .	...	...	16 0 0	196 4 2	...	...	0 15 0	0 6 3	4 0 3
Auldearn . .	178 15 7	8 6 6	15 0 0	356 3 11	...	...	3 17 0	2 12 6	4 12 5
Cawdor . .	12 10 10	...	17 0 0	348 4 3	...	8 14 5	2 3 11	2 5 6	6 5 2
Nairn (B.) . .	471 19 9	...	35 0 0	824 19 0	...	120 11 6	2 10 6	15 10 1	7 17 6
Nairn (L.) . .	20 2 8	...	14 0 0	236 10 0	...	...	0 9 2	3 8 9	3 9 5
Total of Nairn	683 8 10	8 6 6	97 0 0	1,962 1 4	...	129 5 11	9 15 7	34 3 1	26 4 9
ORKNEY.									
Birsay & Harray	...	14 14 4	14 0 0	439 17 0	...	...	0 13 2	0 5 8	14 6 7
Cross and Burness and North Ronaldshay . .	561 11 10	3 12 0	43 14 8	580 4 10	...	...	0 5 8	12 0 9	4 15 6
Evie and Rendall	54 2 9	...	8 0 0	237 15 5	...	...	...	0 12 0	4 7 5
Firth and Stennis	...	...	7 0 0	285 0 0	...	...	2 12 0	...	6 3 6
Holm	...	2 12 10	10 0 0	186 10 0	...	...	0 14 5	0 12 0	11 0 10
Hoy & Græmsay	...	1 12 0	6 0 0	114 10 3	...	...	1 9 4	...	1 16 3
Kirkwall (B.) .	1,240 17 10	...	63 15 0	665 5 5	...	...	7 11 6	17 4 8	25 2 1
Kirkwall & St. Ola	8 19 5	...	10 0 0	52 1 9	...	...	0 10 7	...	...
Lady	218 2 4	6 15 0	...	71 6 8	...	...	...	...	2 13 4
Orphir . . .	26 16 4	...	6 6 0	174 15 8	...	...	1 15 4	2 1 6	4 15 9
Rousay & Egilshay	255 4 8	...	16 7 6	336 1 5	...	...	10 2 9	6 8 9	16 12 9
St. Andrews and Deerness . .	81 8 1	...	20 10 6	337 18 0	...	...	2 17 9	3 12 1	4 3 0
Sandwick . . .	9 14 3	...	9 0 0	175 17 2	...	...	0 10 6	...	6 5 0
Shapinshay . .	11 7 5	...	11 0 0	180 16 0	...	21 17 10	1 14 0	1 9 9	4 19 11
South Ronaldshay and Burray .	33 16 4	...	18 0 0	676 14 1	...	...	3 8 0	16 5 3	25 14 7
Stromness . . .	178 13 9	...	39 16 10	524 18 11	...	37 0 0	4 4 2	12 9 2	9 3 9
Stronsay & Eday	454 8 11	...	18 3 0	579 0 1	...	...	4 4 0	2 11 3	26 19 11
Walls and Flotta	5 8 4	...	12 0 0	280 18 10	...	...	1 1 4	4 11 8	13 5 10
Westray and Papa Westray . .	442 15 10	4 19 3	6 13 6	513 15 8	...	...	4 13 0	1 7 5	39 10 9
Total of Orkney	3,583 8 1	34 5 5	320 7 0	6,413 7 2	...	58 17 10	48 7 6	81 11 11	221 16 9
PEEBLES.									
Broughton, Glenholm & Kilbucho	...	...	12 12 0	299 10 3	...	...	...	2 17 5	1 6 0
Drumelzier . .	15 0 10	2 8 8	5 0 0	123 3 2	...	...	0 1 7	0 8 11	0 11 2
Eddlestone . .	49 2 8	...	10 2 0	254 12 0	...	...	1 10 0	0 18 11	0 15 8

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
32 9 5	78 10 1	...	224 7 7	184 10 2	...	...	33 0 8	2,639 17 3	...	6,030 16 1
32 6 3	31 9 3	...	21 14 8	21 13 4	...	...	14 4 11	1,049 12 9	...	903 7 0
10 15 9	28 0 2	...	47 4 7	47 18 7	...	0 5 0	0 12 8	1,516 0 11	...	1,594 10 4
0 1 6	4 15 0	...	...	...	...	...	3 1 1	388 18 0	...	84 14 6
36 5 8	35 11 8	...	92 13 5	53 1 7	...	...	22 4 4	2,171 19 3	7 16 11	2,812 19 5
10 11 11	32 12 1	41 8 9	50 9 7	46 17 2	...	1 10 0	14 2 10	764 10 0	161 10 3	1,395 9 4
31 2 6	35 14 2	21 8 4	33 6 8	29 9 3	...	2 9 6	0 7 0	945 18 1	...	971 11 7
23 13 9	28 0 0	...	63 3 6	32 16 8	...	...	...	522 19 3	3 14 9	1,772 4 10
20 18 6	35 3 3	...	65 14 11	63 11 5	0 11 0	...	26 13 10	1,522 10 3	...	2,327 15 10
64 13 2	90 19 2	...	56 17 6	100 0 0	...	...	78 16 9	1,857 15 2	54 13 0	1,550 0 0
48 0 0	83 3 6	...	57 1 5	61 18 7	0 15 5	0 9 0	8 7 5	1,797 16 11	...	1,659 3 6
395 0 8	544 1 3	248 4 8	915 18 9	771 4 5	1 6 5	6 5 7	233 17 4	17,311 12 4	385 0 4	27,930 7 3
4 5 2	11 17 6	...	38 11 4	12 11 8	...	...	...	284 11 4	30 7 2	1,089 7 0
6 7 8	18 15 2	...	...	...	...	...	11 19 10	606 10 7	...	220 7 9
0 5 0	22 5 4	...	55 16 0	45 16 10	...	...	6 0 0	527 7 3	...	1,518 2 3
61 1 1	52 16 6	...	117 18 0	43 6 6	...	...	26 15 8	1,780 6 1	...	3,970 15 1
19 5 6	17 18 9	...	63 5 11	21 10 7	0 2 6	...	0 10 10	400 14 1	...	1,796 3 1
91 4 5	123 13 3	...	275 11 3	123 5 7	0 2 6	...	45 6 4	3,599 9 4	30 7 2	8,594 15 2
10 19 11	17 9 1	...	22 8 11	7 7 10	...	...	1 0 0	543 2 6	100 14 2	636 8 0
12 11 11	14 17 2	...	8 18 1	8 13 4	...	...	32 11 8	1,283 17 5	...	888 5 11
3 2 6	8 5 11	...	15 3 2	7 14 0	...	...	0 14 0	339 17 2	...	399 13 7
15 13 1	9 19 3	...	...	...	...	...	0 10 9	326 18 7	...	4 17 6
9 14 5	18 12 7	...	9 19 11	6 16 0	...	...	0 10 9	257 3 9	11 19 11	278 16 0
2 10 11	2 9 0	...	4 11 11	3 7 10	0 5 1	...	0 9 1	139 1 8	124 7 11	73 1 6
63 15 1	54 4 8	...	69 19 4	18 10 4	1 1 0	...	64 12 4	2,291 19 3	...	3,112 14 11
0 3 10	2 1 0	34 13 5	...	...	...	...	...	106 10 0	91 10 10	...
...	...	...	5 9 0	5 6 8	...	...	12 12 10	322 5 10	...	413 12 6
6 2 1	12 16 8	...	...	...	...	...	2 11 5	238 0 9	...	39 1 2
7 9 11	7 4 6	...	12 16 3	4 4 9	...	...	8 15 7	681 8 10	...	402 5 6
21 16 10	19 17 7	...	19 6 2	6 9 1	...	...	3 9 1	521 8 2	...	648 0 9
3 6 6	8 12 2	7 11 3	6 15 1	10 0 0	...	...	...	237 11 11	...	188 18 9
14 2 9	11 3 0	...	10 14 1	16 0 0	0 12 0	...	6 3 5	292 0 2	...	316 1 11
9 18 8	30 17 8	...	32 0 2	10 12 4	...	...	1 5 10	858 12 11	...	1,040 3 5
15 13 11	30 9 9	...	41 12 10	18 10 0	...	...	10 12 7	923 5 8	...	1,275 6 0
21 13 1	11 19 0	...	13 3 6	3 16 6	15 2 7	...	22 3 8	1,173 5 6	...	846 18 8
15 15 8	13 0 3	...	11 6 9	3 11 8	...	...	4 15 7	365 15 11	...	331 10 8
6 0 8	23 4 7	...	32 16 6	9 16 0	...	...	17 12 2	1,103 5 4	...	1,348 2 0
240 11 9	297 3 10	42 4 8	817 1 8	140 16 4	17 0 8	...	190 10 9	12,007 11 4	328 12 10	12,243 18 9
8 11 7	9 9 6	...	10 5 4	13 6 8	...	...	5 2 0	363 0 9	5 7 6	280 0 0
5 12 9	4 2 0	...	...	...	...	...	0 11 0	157 0 1	...	15 5 9
1 1 8	8 10 0	...	...	...	...	...	0 12 8	327 5 7	...	41 10 11

L

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PEEBLES—*contd.*									
Innerleithen	...	...	43 15 0	350 15 8	...	23 0 9	2 7 6	6 9½ 8	20 14 9
Kirkurd	...	...	6 0 0	120 9 0	...	...	...	1 2 2	0 12 1
Lyne and Megget	...	...	7 0 0	211 18 10	...	240 0 0	1 15 7	0 8 0	0 1 2
Manor	...	...	6 0 0	111 2 0	...	...	0 8 0	0 5 4	0 3 11
Newlands	37 14 6	...	11 0 0	301 12 0	...	...	0 12 6	...	5 11 6
Peebles (incl. B.)	202 12 1	...	52 13 0	835 17 10	...	874 2 2	3 17 1	21 6 2	7 17 1
Skirling	...	0 8 0	6 0 0	111 15 6	...	...	0 1 6	0 4 6	0 6 7
Stobo	...	...	6 10 0	137 16 2	...	...	0 5 0	0 7 8	1 11 6
Traquair	...	...	14 0 0	201 2 2	...	11 2 3	2 1 1	4 2 6	1 5 2
Tweedsmuir	...	0 7 2	5 0 0	126 2 3	...	...	0 5 0	1 7 8	0 5 2
West Linton	...	...	5 0 0	148 0 2	...	...	0 7 6	2 3 4	1 1 0
Total of Peebles	304 10 1	3 3 10	190 12 0	3,836 17 0	...	1,148 5 2	13 12 4	41 19 3	42 2 9
PERTH.									
Aberdalgie	...	...	12 2 0	159 9 7	...	...	...	...	0 16 1
Aberfoyle	...	...	12 0 0	157 9 2	...	...	1 0 0	1 19 0	3 16 7
Abernethy	...	...	20 0 0	200 13 4	...	...	1 12 1	3 2 6	5 2 4
Abernyte	0 5 8	...	8 0 0	155 14 0	...	...	1 4 9	0 14 10	2 19 5
Alyth	112 10 3	...	32 0 0	619 6 2	...	...	0 5 6	9 3 8	29 14 1
Amulree	65 10 4	...	13 6 8	166 17 4	...	...	1 13 8	1 9 4	7 13 0
Ardoch	9 4 8	4 11 2	19 3 4	326 5 9	...	...	4 12 2	2 7 2	5 14 6
Auchterarder	...	...	32 0 0	605 15 4	...	...	0 3 0	...	16 3 8
Auchtergaven	156 9 4	24 17 6	19 10 0	314 5 0	...	...	4 3 9	3 18 9	7 8 5
Balquhidder	...	...	8 10 0	237 14 7	...	...	...	...	2 3 2
Bendochy	...	...	7 10 0	152 0 0	...	...	0 12 0	7 5 7	1 18 6
Blackford	...	...	26 0 0	385 9 6	...	...	1 10 11	1 10 5	31 2 9
Blair-Athol	...	7 6 10	20 0 0	649 19 9	...	...	4 19 4	10 12 8	47 16 7
Blairgowrie	194 17 11	...	45 0 0	842 15 11	...	137 4 6	5 8 5	46 10 1	49 1 10
Blairingone	...	...	13 0 0	107 0 6	...	...	2 11 11	2 11 7	1 14 7
Callander	39 18 8	...	20 0 0	208 9 8	...	...	0 6 10	0 6 8	18 12 5
Caputh	...	...	25 0 0	251 15 5	...	...	1 14 8	0 15 0	1 0 8
Cargill	207 2 6	5 1 4	20 0 0	358 16 8	...	...	1 16 2	5 10 9	9 15 7
Clunie	...	...	14 10 0	209 0 4	...	327 19 10	1 8 11	0 9 3	3 8 8
Collace	...	...	9 10 0	161 11 10	...	...	0 5 5	1 2 6	0 14 1
Comrie	...	...	30 0 0	480 5 6	...	...	7 15 9	1 17 9	9 15 3
Crieff	...	21 19 7	45 0 0	501 0 0	...	...	12 11 5	9 6 2	8 11 3
Culross (incl. B.)	...	10 9 11	15 10 0	256 1 8	...	...	0 18 10	1 14 6	0 10 10
Dron	...	3 16 3	8 0 0	85 17 0	...	...	0 10 0	...	1 2 9
Dull	...	35 1 6	15 0 0	321 15 11	...	...	0 10 6	1 1 2	8 9 8
Dunbarney	...	...	9 0 0	287 13 4	...	...	...	4 0 1	6 9 3
Dunblane	89 18 3	4 10 6	28 0 0	630 15 0	...	...	4 18 10	7 18 8	9 10 8
Dunkeld and Dowally	...	2 13 6	7 0 0	154 13 0	...	...	...	...	0 8 8
Dunning	...	...	3 0 0	361 13 0	...	...	1 2 2	5 2 4	2 8 3
Errol	...	0 19 6	45 0 0	432 7 8	...	...	0 15 7	4 13 10	14 7 6
Findo-Gask	...	2 10 6	2 10 0	147 18 2	...	...	...	0 13 0	0 19 6
Forgandenny	0 15 9	...	10 16 8	311 2 11	...	...	...	4 6 7	2 2 4
Forteviot	...	...	8 3 4	158 6 8	...	...	0 15 7	4 0 0	1 19 2
Fortingall	24 2 2	...	17 0 0	189 14 1	...	...	0 12 5	1 16 4	4 17 10
Fowlis-Easter	2 7 2	...	10 0 0	139 9 6	...	...	0 8 0	0 4 11	2 0 2
Fowlis-Wester	36 3 0	...	13 7 7	274 10 10	...	...	4 4 2	...	11 9 9
Gartmore	...	...	14 0 0	139 19 11	...	...	3 0 8	1 12 8	2 14 8
Glendevon	...	...	6 0 0	140 10 5	...	...	1 9 1	0 18 10	0 9 3
Inchture	132 4 9	...	17 0 0	285 6 0	...	...	0 9 0	7 14 3	5 1 10
Innerwick (Glenlyon	...	...	12 0 0	111 8 7	...	...	0 6 5	0 10 9	21 16 2

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
14 7 8	35 11 11	...	72 0 3	113 10 0	...	...	13 16 6	1,196 8 11	...	1,963 10 9
0 16 9	4 0 0	...	...	...	...	...	...	133 0 0	1 17 2	...
3 0 0	...	...	...	...	...	...	3 13 0	467 13 7	23 9 0	260 0 0
4 10 2	...	...	4 1 5	9 19 11	...	...	0 0 1	136 10 10	17 1 5	106 6 8
11 11 11	9 1 5	...	33 16 6	30 16 4	...	...	3 9 0	445 5 8	...	959 16 6
48 2 0	44 10 1	...	84 12 3	123 5 11	...	...	29 5 7	2,328 1 3	...	3,338 12 9
...	2 0 0	...	...	...	...	...	...	120 16 1	9 11 0	...
3 3 1	3 15 0	...	...	...	...	...	...	153 7 5	43 3 6	...
3 7 8	7 10 9	...	3 11 5	25 10 0	...	...	0 2 1	276 15 1	18 19 8	54 0 0
0 19 5	2 10 0	...	...	...	14 2 6	...	...	150 19 2	18 15 5	...
7 7 7	3 5 0	52 10 8	9 4 2	8 3 10	...	...	0 3 7	237 6 10	...	277 18 0
112 11 3	134 5 8	52 10 8	217 11 4	324 12 8	14 2 6	...	56 15 6	6,493 11 3	138 4 8	7,287 1 4
41 14 11	3 5 3	...	...	...	...	...	1 5 0	218 12 10	41 5 3	...
33 18 4	11 1 4	...	3 9 9	10 0 0	...	...	...	234 14 2	227 9 5	160 0 0
9 7 2	28 15 2	...	30 16 0	60 0 0	...	2 10 0	0 3 6	462 2 1	85 6 1	820 0 0
0 8 9	2 17 0	...	...	...	...	...	...	172 4 5	18 15 10	...
20 9 9	48 4 4	...	90 13 9	26 6 3	...	...	29 7 10	1,018 1 7	...	2,690 4 11
8 16 2	8 11 0	...	39 9 3	25 0 0	...	...	3 4 9	340 11 6	...	1,035 1 3
19 16 11	9 15 0	...	...	...	...	...	3 7 5	404 18 1	...	40 6 10
50 7 10	22 1 8	...	80 19 8	57 0 4	1 0 7	...	2 13 4	868 5 5	8 10 5	2,256 18 1
8 13 4	18 8 6	40 7 6	79 16 8	69 19 4	...	...	13 12 7	761 10 8	...	2,348 11 8
42 2 5	4 10 0	...	...	...	...	...	...	295 0 2	19 1 1	...
4 11 4	10 17 6	...	31 2 5	15 14 3	...	...	0 5 6	231 17 1	54 12 0	873 10 1
22 9 11	11 16 2	...	...	...	...	...	0 9 4	480 9 0	32 10 10	...
69 13 1	23 5 0	...	1 0 0	28 10 3	...	...	...	863 3 6	275 12 3	...
11 4 2	60 15 10	...	190 5 7	120 12 4	...	...	75 9 5	1,779 6 0	208 8 7	5,070 5 8
14 8 8	10 1 7	...	5 11 8	5 5 10	...	...	1 11 11	163 18 3	...	185 1 8
27 9 5	13 0 2	...	43 19 7	25 19 1	...	...	3 7 11	406 10 5	...	1,404 5 5
5 4 5	12 1 3	6 15 8	...	...	...	...	...	304 7 1	245 19 6	...
11 5 6	15 15 1	...	33 5 0	40 0 0	...	...	15 5 9	723 14 4	...	1,304 7 0
...	5 5 6	...	6 4 5	5 16 8	3 5 5	...	...	577 9 0	66 2 10	344 3 4
3 4 3	3 17 0	...	7 3 5	3 12 1	...	...	0 3 1	191 3 3	9 13 10	201 5 5
15 19 1	23 3 2	...	33 7 2	30 11 6	...	...	3 3 11	641 4 1	35 5 11	903 7 0
4 18 4	21 17 7	...	37 15 7	38 6 11	...	3 1 6	20 2 5	724 10 9	72 11 6	1,041 1 0
2 2 8	10 10 10	...	2 3 3	13 0 0	...	...	0 0 2	313 2 8	93 19 8	52 0 0
18 13 3	2 10 0	...	...	...	...	...	...	120 9 3	...	7 4 8
0 14 0	3 6 3	74 13 2	...	...	...	...	1 7 10	462 0 0	73 15 0	...
5 3 2	18 5 8	...	45 2 11	25 3 6	17 2 5	...	0 18 3	418 18 7	40 10 0	1,262 13 2
11 6 9	38 2 10	...	94 8 0	50 15 8	...	...	3 5 0	973 10 2	43 3 7	2,646 6 2
5 3 6	...	...	...	...	...	...	0 14 10	170 18 6	...	1 1 4
66 6 8	20 6 10	5 0 0	18 7 9	21 13 4	...	...	...	505 0 4	53 5 7	509 3 4
4 10 1	10 12 9	14 0 0	63 8 6	30 4 10	...	...	...	631 0 3	24 14 2	1,781 17 3
2 10 3	2 14 2	...	5 5 11	11 11 9	...	...	...	176 13 3	9 13 1	139 15 6
3 5 4	16 8 3	...	2 19 1	4 7 3	...	...	2 6 7	358 10 9	7 5 1	79 2 7
1 1 4	8 9 0	10 0 0	5 11 6	5 6 0	...	...	0 1 7	208 14 2	22 8 7	154 0 3
1 7 4	10 4 6	...	19 6 2	16 12 2	...	...	1 0 0	286 13 0	...	480 8 9
0 5 4	1 19 3	...	...	...	0 13 10	...	0 14 4	158 2 6	...	33 13 0
3 0 1	11 0 6	...	...	...	3 8 3	...	0 10 1	357 14 3	34 9 1	...
194 19 11	10 6 8	...	13 10 4	17 19 8	...	...	2 3 0	405 7 6	...	487 15 3
0 19 7	3 4 6	...	...	...	0 10 6	...	...	154 2 2	18 19 6	...
3 3 0	7 2 3	...	13 14 7	9 16 4	...	...	21 10 10	510 2 10	...	498 11 7
1 6 6	3 11 0	...	...	...	...	...	...	150 19 5	54 19 6	...

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PERTH—*contd.*									
Kenmore	...	20 11 11	15 0 0	484 0 6	...	...	5 8 1	0 11 0	11 17 0
Killin	27 15 0	4 3 1	22 10 0	618 8 6	...	...	3 14 10	2 7 6	10 1 4
Kilmadock	...	...	35 0 0	590 2 4	...	...	3 15 11	5 2 10	32 11 3
Kilspindie	...	...	12 12 0	168 13 11	...	6 11 6	1 1 6	1 7 6	5 4 7
Kincardine	7 9 3	...	24 4 6	471 15 10	...	...	2 16 11	3 11 4	32 3 2
Kinclaven	...	4 0 8	15 0 0	134 13 0	...	204 17 1	0 2 6	3 5 0	0 14 3
Kinfauns	...	...	25 0 0	126 17 4	...	...	1 6 6	...	1 8 8
Kinloch-Rannoch	49 1 1	4 1 5	23 0 0	248 14 5	...	...	0 9 7	...	4 16 6
Kinnaird	0 16 10	...	6 15 0	188 4 6	...	...	0 17 0	2 3 8	2 16 9
Kinnoull	...	...	27 2 0	253 14 3	...	...	0 17 2	1 19 1	13 15 9
Kirkmichael	143 10 8	...	20 0 0	382 6 2	...	...	0 13 11	0 11 2	9 7 2
Lethendy and Kinloch	86 11 10	4 0 0	7 0 0	181 11 2	...	...	0 11 6	0 11 4	0 19 10
Little Dunkeld	...	14 16 10	26 0 0	701 4 11	...	...	4 14 1	3 5 9	48 7 10
Logie (excl. Stirling)	317 11 7	...	42 0 0	705 4 8	...	...	17 17 5	17 14 0	44 6 9
Logiealmond	25 5 7	9 12 11	10 0 0	154 11 9	...	...	0 12 6	0 18 0	1 4 6
Logierait	24 8 7	4 17 5	34 7 0	565 13 3	...	37 0 0	4 12 0	3 11 9	22 8 8
Longforgan	60 7 11	7 6 4	35 0 0	577 4 2	...	...	3 1 6	6 4 8	24 13 6
Madderty	...	...	14 0 0	214 11 8	...	...	3 6 8	1 1 0	1 11 3
Meigle	154 12 6	...	16 0 0	394 0 0	...	...	2 18 5	10 4 3	18 2 2
Methven	...	...	11 1 0	288 2 5	...	...	...	1 3 9	1 17 9
Moneydie	...	...	5 5 0	164 6 7	...	...	...	0 5 9	1 8 11
Monzie	...	4 11 0	14 4 2	209 4 9	...	...	9 6 5	0 5 3	1 10 3
Monzievaird and Strowan	12 19 6	...	10 0 0	243 9 7	...	...	0 15 0	3 15 0	3 6 8
Moulin	55 18 0	21 9 5	35 0 0	572 7 0	...	38 13 7	3 17 7	11 5 3	40 4 6
Muckhart	63 5 4	3 16 7	12 10 0	151 2 6	...	...	0 3 8	0 4 0	1 16 11
Muthill	179 3 2	12 5 3	30 0 0	298 8 1	...	...	3 14 2	4 13 9	16 8 9
Persie	...	...	12 0 0	213 6 8	...	...	1 13 9	0 3 7	7 8 4
Perth (B.)	315 9 7	...	242 0 0	3,811 15 11	...	10 0 0	45 6 2	78 11 2	241 2 6
Perth, East Parish (L.)	49 12 2	...	27 0 0	383 10 7	...	...	4 17 11	3 6 6	15 12 6
Port of Monteith	...	9 3 10	15 0 0	270 5 0	...	...	2 17 6	13 13 4	19 2 10
Rattray	...	...	26 0 0	489 18 0	...	...	4 0 4	7 7 3	4 14 10
Redgorton	94 13 7	...	30 0 0	286 19 3	...	...	0 10 6	4 9 2	3 7 11
Rhynd	47 4 3	...	1 15 0	175 1 0	...	...	0 2 0	0 18 10	0 11 7
St. Madoes	...	0 5 0	14 0 0	243 0 8	...	85 13 2	1 1 8	8 12 11	1 7 9
St. Martins	...	...	14 0 0	190 6 7	...	...	1 0 9	1 18 6	7 8 0
Scone	50 16 4	...	20 0 0	526 13 11	...	...	3 9 2	11 3 6	10 4 3
Tenandry	0 5 7	5 5 4	8 0 0	*...	...	...	0 6 0	0 4 4	...
Tibbermore	...	...	18 0 0	355 10 1	...	...	0 3 9	...	3 13 4
Trinity-Gask	5 9 4	...	...	143 2 5	...	...	0 10 0	...	1 1 3
Trossachs	...	...	9 0 0	151 11 0	...	...	2 5 1	...	2 11 5
Tullialian	175 13 9	5 1 0	20 0 0	358 4 3	...	...	2 6 8	6 13 6	6 2 8
Weem	...	3 17 7	15 0 0	155 16 0	...	...	0 4 6	1 14 11	0 8 1
Total of Perth	3,019 11 10	263 3 8	1,693 15 3	28,623 13 7	...	847 19 8	228 8 6	382 1 8	1,040 8 7
RENFREW.									
Abbey, Paisley (L.)	106 19 9	103 4 2	150 12 6	2,462 6 4	...	246 15 1	20 10 4	47 6 6	213 4 7
Cathcart	...	...	171 8 11	2,431 7 3	...	3,073 9 7	50 15 4	136 5 9	259 7 2
Eaglesham	...	...	10 0 0	300 19 0	...	...	0 5 0	2 5 3	4 14 3
Eastwood	...	...	145 0 0	2,143 2 4	...	...	12 11 10	135 5 5	65 5 4
Erskine	184 4 6	...	37 6 9	510 15 0	...	...	8 6 4	4 15 7	25 4 8
Gourock	188 10 0	6 8 0	86 4 0	735 15 0	...	...	19 3 2	22 19 0	20 11 3
Greenock (B.)	393 9 6	...	777 10 0	9,753 8 5	27 7 2	6,972 13 11	165 9 10	177 11 4	783 19 4
Greenock, East Parish (L.)	48 12 1	10 9 0	49 4 0	474 3 6	...	...	7 4 8	9 3 0	55 2 1
Greenock, West Parish (L.)	...	5 17 6	20 10 0	*...	...	...	0 10 0	...	...

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
6 10 6	25 13 5	12 3 3	32 2 11	14 11 7	...	...	...	628 10 2	172 14 10	905 17 2
24 18 4	31 14 0	...	34 14 0	21 2 8	...	...	7 17 4	809 6 7	...	926 3 8
40 7 7	50 11 11	46 15 8	9 2 6	6 7 0	...	...	2 18 7	822 15 7	13 1 4	254 6 3
0 18 6	5 4 6	...	27 10 10	11 7 2	15 9 4	...	0 13 4	256 14 8	15 19 11	310 5 8
8 8 10	1 4 10	...	5 14 2	13 19 9	...	...	0 3 10	571 12 5	0 3 10	156 12 0
17 7 6	10 6 11	64 5 7	...	...	0 10 6	...	5 7 4	460 10 4	...	61 11 5
...	5 0 0	25 10 10	1 2 0	10 4 1	...	...	...	196 9 5	...	25 0 1
4 16 8	10 4 6	...	11 6 10	11 9 6	...	...	4 18 8	372 19 2	...	337 9 7
2 1 8	5 10 0	...	4 17 9	16 2 0	...	...	0 17 4	231 2 6	1 18 0	113 4 0
10 10 4	14 11 8	129 17 2	57 5 3	40 11 8	...	...	2 1 8	552 6 0	136 17 10	1,595 9 5
6 19 6	15 17 1	...	24 17 6	15 6 2	0 7 6	...	6 15 0	626 11 10	...	808 5 8
0 11 1	4 6 0	...	...	...	...	...	7 11 3	293 14 0	...	101 17 3
14 6 9	36 10 4	...	24 8 2	21 16 3	...	...	11 9 11	907 0 10	...	678 7 9
18 7 10	55 7 5	...	147 16 7	149 4 9	...	1 6 4	22 14 8	1,539 12 0	...	4,387 17 5
...	5 0 0	...	...	...	1 11 6	...	1 9 0	210 5 9	...	4 19 0
6 5 1	42 14 6	...	10 15 7	10 0 0	...	...	8 1 11	774 15 9	106 19 2	280 0 0
27 5 9	20 0 0	14 9 0	85 9 6	90 17 7	0 7 3	...	2 15 5	954 13 7	...	2,414 11 8
3 0 6	4 6 9	...	8 4 11	14 10 0	...	...	1 9 9	266 2 6	12 15 11	224 14 0
46 2 2	32 3 1	...	77 18 9	24 7 3	...	...	3 14 3	780 2 10	...	2,377 16 2
1 13 8	6 4 6	10 0 0	...	...	...	...	20 6 7	340 9 8	72 18 5	...
6 19 2	4 7 0	...	...	...	...	...	...	182 12 5	1 19 9	...
7 8 1	8 4 3	...	...	...	...	...	11 14 0	266 8 2	6 18 0	...
3 1 8	7 5 0	...	...	...	...	...	60 18 1	345 10 6	42 14 4	37 0 0
37 14 5	32 3 3	...	75 12 7	49 7 5	...	...	15 7 2	989 0 2	...	2,275 17 8
8 16 0	10 3 10	...	13 18 6	7 3 0	...	...	3 6 7	276 6 11	...	445 19 4
11 19 6	20 6 2	...	38 17 3	35 18 3	...	...	23 1 1	674 15 5	...	1,222 15 5
9 15 8	8 13 6	19 17 7	28 6 0	14 9 6	4 3 6	...	1 3 6	321 1 7	47 9 3	743 16 7
193 3 2	236 1 7	...	594 14 3	392 17 4	1 11 6	...	561 10 6	6,724 3 8	...	16,608 11 11
37 9 2	13 7 7	...	...	...	...	...	11 18 11	546 15 4	...	58 18 4
13 2 11	14 2 4	...	11 0 6	45 0 0	...	...	...	413 8 3	135 3 2	275 0 0
11 7 11	54 19 6	...	23 12 0	16 8 0	0 5 0	...	...	638 12 10	101 17 9	657 17 4
5 11 11	11 2 7	16 15 3	20 13 9	15 11 2	...	...	5 11 8	495 6 9	...	623 16 8
20 8 5	8 8 1	...	...	...	...	...	1 1 10	255 11 0	...	19 15 0
0 5 0	5 9 0	...	2 9 0	12 14 5	...	...	2 7 2	377 5 9	...	90 8 2
16 13 11	7 16 2	45 16 9	96 4 11	21 19 6	...	...	1 8 5	404 13 6	...	2,595 11 0
42 13 4	28 11 1	...	69 2 2	28 14 0	...	...	11 9 0	802 16 9	96 19 5	1,945 16 3
...	...	...	...	...	...	...	...	14 1 3	19 3 4	...
24 16 4	13 0 9	...	...	...	...	...	...	415 9 3	40 1 4	...
2 4 7	2 15 0	...	4 0 2	7 19 0	...	...	0 11 10	167 13 7	2 10 0	106 12 5
10 19 9	15 3 2	...	34 15 6	20 0 0	...	...	...	246 5 11	110 14 5	890 0 0
8 1 9	14 4 4	...	...	...	0 9 5	3 8 4	28 10 7	628 16 3	...	132 10 9
17 2 0	2 0 0	9 10 4	...	...	...	...	0 18 8	206 12 1	...	16 1 10
1,487 14 5	1,488 15 11	545 8 9	2,582 11 9	1,909 4 4	50 16 6	10 6 2	1,060 16 0	45,199 16 7	3,017 8 2	73,514 19 0
156 9 10	228 3 10	...	450 13 3	258 16 9	...	4 5 11	74 7 2	4,522 16 0	...	12,253 8 0
194 12 6	228 3 7	31 6 1	457 3 5	424 4 5	34 1 6	5 12 4	2 2 3	7,495 0 1	...	14,037 9 8
14 12 0	14 11 6	8 16 3	...	...	...	...	...	356 3 3	...	14 8 10
104 16 6	160 19 10	...	285 18 2	252 2 8	6 14 8	16 19 0	12 7 2	3,341 2 11	432 3 4	7,724 14 5
49 13 2	35 1 9	...	50 19 0	46 18 6	...	11 10 9	7 3 1	971 19 1	...	1,468 18 3
46 5 3	107 2 10	...	162 12 11	139 2 9	...	...	24 12 8	1,559 6 10	...	4,544 3 10
347 12 3	385 7 7	...	1,663 2 7	969 15 8	375 3 10	20 16 4	332 3 7	24,245 11 4	1,391 3 7	54,498 9 8
24 0 0	30 11 6	...	77 9 7	66 19 0	...	...	13 14 0	866 12 5	...	2,203 3 4
...	...	30 0 0	...	...	...	...	0 2 10	57 0 4	6 7 6	...

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
RENFREW—*contd.*									
Houston and Killellan	351 16 0	...	65 0 0	700 16 10	...	...	6 10 4	0 7 0	26 15 8
Inchinnan	...	...	11 0 0	198 17 10	...	35 18 0	0 10 0	1 15 10	3 4 1
Inverkip	24 0 2	...	30 0 0	352 1 6	...	...	4 8 6	3 3 0	2 7 6
Kilbarchan	388 10 0	...	55 5 4	948 11 1	...	76 10 9	5 8 4	19 1 5	47 9 11
Kilmalcolm	...	...	42 0 0	578 11 8	...	...	5 8 8	25 7 11	16 15 2
Levern	92 15 11	...	40 16 8	274 5 8	...	...	4 10 0	10 9 5	10 6 5
Lochwinnoch	436 0 6	...	41 17 0	759 11 8	...	...	6 1 6	4 1 2	15 13 8
Mearns	105 2 2	...	40 7 0	515 18 2	...	68 17 3	9 9 5	69 19 5	7 3 8
Neilston	594 19 11	70 18 0	150 0 0	2,033 0 11	...	119 17 2	13 16 10	33 4 1	68 10 5
Paisley (B.)	...	...	519 14 0	7,562 1 5	...	...	137 4 4	195 17 0	496 3 8
Port-Glasgow (B.)	1,135 1 5	...	163 3 0	1,685 18 6	...	...	13 10 7	83 14 10	240 10 11
Renfrew (B.)	...	...	53 5 0	958 11 9	...	...	7 1 10	33 13 4	7 8 3
Renfrew (L.)	224 17 1	...	66 0 0	723 17 2	...	584 0 0	2 0 6	7 9 4	71 18 11
Skelmorlie	...	...	21 0 0	230 12 10	...	...	5 1 11	...	3 5 10
Total of Renfrew	4,274 19 0	196 16 8	2,747 4 2	36,334 13 10	27 7 2	11,178 1 9	505 19 3	1,023 15 7	2,444 2 9
ROSS AND CROMARTY.									
MAINLAND.									
Alness	...	...	20 0 0	394 2 3	...	...	0 13 6	5 11 1	5 12 4
Applecross	...	10 11 6	10 0 0	576 1 2	...	...	1 0 9	...	8 4 10
Avoch	5 2 6	...	20 0 0	296 16 8	...	...	3 3 4	0 11 1	9 12 4
Carnoch	...	...	2 0 0	102 10 2	...	...	...	1 2 11	1 13 3
Contin	...	...	17 10 0	209 4 2	...	...	0 9 2	0 15 6	22 16 8
Cromarty (incl. B.)	...	...	45 0 0	354 3 4	...	...	3 18 2	18 2 9	7 8 11
Dingwall (incl. B.)	147 7 5	...	45 5 0	530 1 8	...	...	6 0 2	9 8 11	25 7 9
Edderton	8 2 8	6 6 0	15 1 0	201 16 8	...	...	1 6 11	1 13 9	1 12 9
Fearn	...	...	25 0 0	400 3 6	...	...	...	1 12 10	9 8 11
Fodderty	...	...	27 7 0	421 14 2	...	142 10 5	4 0 6	0 12 8	6 9 0
Gairloch	...	...	44 0 0	678 12 0	...	...	5 11 3	19 1 5	20 10 11
Glenshiel	2 2 6	2 15 0	12 10 0	155 0 0	...	...	1 19 0	3 15 6	4 9 8
Killearnan	49 10 2	...	24 0 0	145 6 7	...	...	3 7 2	7 15 4	7 3 3
Kilmuir-Easter	37 10 5	...	21 10 0	357 16 4	...	...	0 17 7	3 18 2	7 15 7
Kiltearn	122 7 10	...	25 0 0	362 8 7	...	...	1 19 11	5 8 7	3 18 0
Kincardine	388 1 5	...	38 0 0	549 3 4	...	...	6 15 9	2 16 6	14 18 11
Kinlochluichart	...	...	20 0 0	171 10 5	...	...	2 6 11	0 2 4	2 2 4
Kintail	36 15 9	...	19 0 0	207 11 0	...	...	4 15 6	3 19 11	7 5 6
Knockbain	...	7 10 9	25 4 9	462 10 4	...	...	2 15 2	7 9 4	16 13 2
Lochalsh	1 4 3	...	26 0 0	389 8 10	...	...	1 7 7	5 0 6	14 0 8
Lochbroom	...	22 6 3	70 0 0	936 3 2	...	28 16 0	10 4 8	64 6 9	27 9 2
Lochcarron	763 1 4	...	26 17 0	455 7 5	...	...	3 2 10	1 16 4	9 8 2
Logie-Easter	...	5 0 0	15 0 0	198 8 2	...	...	2 16 6	0 12 5	5 3 4
Nigg	...	...	20 0 0	213 9 0	...	...	0 9 9	3 4 5	8 9 1
Resolis	148 5 11	7 7 0	23 8 0	264 4 11	...	58 7 10	2 5 2	10 19 1	3 15 6
Rosemarkie	...	9 19 8	26 0 0	173 6 0	...	...	1 13 0	1 15 10	13 16 3
Rosskeen	...	...	56 17 6	991 7 7	...	...	5 16 5	11 14 8	33 16 9
Tain (incl. B.)	513 8 11	...	25 0 0	492 9 1	...	32 14 6	6 5 0	9 16 0	6 14 11
Tarbat	...	4 4 0	20 0 0	318 8 9	...	38 8 0	0 15 9	0 17 4	7 18 7
Urquhart and Logie-Wester	...	...	32 7 6	582 1 3	...	...	3 13 2	7 8 2	12 10 3
Urray	571 3 3	...	37 2 0	553 17 0	...	16 15 0	2 12 6	15 13 0	21 6 4
INSULAR.									
Barvas	673 14 8	...	69 1 8	846 6 2	...	...	8 6 8	70 3 7	26 10 10
Lochs	851 14 4	...	86 1 0	1,171 17 9	...	...	7 15 10	86 1 8	60 5 6
Stornoway	...	...	107 7 2	1,282 2 2	...	...	6 15 11	22 7 2	25 6 8
Uig	18 19 8	38 7 5	63 6 0	587 9 6	...	...	4 10 4	9 15 6	37 5 7
Total of Ross and Cromarty.	4,837 18 0	114 7 7	1,160 15 7	16,182 19 1	...	317 11 9	119 11 10	415 11 0	497 1 8

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
52 13 0	43 15 7	...	160 7 4	49 10 10	...	...	21 7 9	1,479 0 4	...	4,829 4 5
1 10 9	9 10 9	...	...	...	...	...	1 8 0	263 15 3	68 0 2	...
20 19 6	25 12 2	...	23 4 7	15 0 0	...	...	11 5 6	512 2 5	...	740 19 8
28 16 9	83 1 4	199 18 5	182 13 11	98 17 1	5 16 2	...	32 3 9	2,167 4 3	...	5,560 6 2
55 4 9	35 9 11	...	50 17 10	90 17 7	...	...	22 14 10	923 8 4	146 16 0	1,363 3 7
20 18 6	36 6 1	...	9 12 11	17 10 0	...	...	12 5 2	529 16 9	...	307 10 10
16 15 3	50 19 5	...	28 14 8	25 12 10	...	5 14 0	34 3 4	1,425 5 0	...	959 13 2
98 17 0	36 18 0	55 10 1	75 10 3	93 16 0	5 9 8	...	20 3 6	1,203 1 7	...	2,069 1 6
127 19 4	150 2 11	...	177 14 6	122 7 8	13 19 10	14 18 11	78 3 2	3,769 13 8	...	5,720 0 0
1,018 5 2	534 18 5	...	1,462 10 9	537 2 1	...	...	310 11 1	12,894 7 11	1,032 1 7	39,589 4 9
99 5 4	202 12 9	...	382 0 1	207 17 11	...	4 10 6	73 10 10	4,291 16 8	...	10,917 18 4
293 9 6	56 18 5	...	36 11 3	33 6 8	...	...	12 10 11	1,492 16 11	...	1,040 10 5
39 1 3	37 1 6	...	150 0 5	74 15 7	...	...	30 7 5	2,011 9 2	1,596 5 4	6,361 9 3
21 16 7	20 15 6	...	12 5 4	19 4 0	...	...	...	334 2 0	162 4 1	336 0 0
1,833 14 2	3,059 5 2	325 10 10	5,900 2 9	3,588 18 0	441 5 8	84 7 9	1,727 8 0	76,643 12 6	4,835 1 7	176,539 18 1
24 9 2	4 14 6	...	32 3 8	16 19 10	...	...	0 18 8	505 5 0	113 8 4	902 11 9
7 19 1	...	...	33 1 6	30 0 0	...	...	4 0 10	690 19 8	19 14 8	915 0 0
10 14 1	17 15 9	...	10 16 11	32 2 3	...	...	2 19 1	409 14 0	...	915 0 2
...	2 0 0	...	12 10 6	14 15 6	...	...	...	136 12 4	85 16 6	343 1 2
8 0 7	5 8 3	...	17 11 5	5 13 5	...	...	0 8 8	287 17 10	0 6 8	496 6 2
30 5 1	21 16 1	...	48 4 9	15 14 0	...	...	6 13 5	551 6 6	68 9 3	1,362 9 7
18 0 0	12 13 11	...	18 14 1	25 16 3	...	...	133 9 6	972 4 8	...	779 2 10
9 9 11	...	...	8 17 10	7 8 5	9 13 4	1 10 0	1 15 8	274 14 11	4 15 3	246 11 8
15 8 8	19 3 0	...	48 14 4	15 4 5	...	...	5 7 2	540 2 10	...	1,398 0 10
5 19 8	7 12 3	...	13 16 0	6 17 3	...	...	6 6 10	643 5 9	...	548 3 8
9 17 3	23 9 8	19 3 9	159 6 6	49 10 9	...	...	9 6 6	1,238 10 0	70 7 1	4,502 11 1
23 7 6	6 12 0	...	12 13 3	6 1 5	...	...	3 15 7	235 1 5	3 2 3	355 13 10
21 9 0	9 13 6	...	16 3 2	6 1 5	...	...	2 18 11	293 8 6	...	487 7 8
10 5 6	20 12 3	...	44 16 2	13 19 6	...	...	8 11 2	527 12 8	33 6 10	1,266 5 7
9 14 8	8 11 9	...	12 4 1	15 0 0	...	...	6 18 11	573 12 4	...	435 19 2
4 10 10	27 8 1	...	50 12 10	34 0 0	...	...	27 13 10	1,144 1 6	...	1,582 2 2
...	2 7 2	...	8 12 2	7 14 1	...	...	8 12 6	223 7 11	176 19 9	238 5 0
8 3 8	12 13 0	...	...	...	...	...	6 8 10	306 13 2	...	18 8 2
13 5 3	23 4 11	...	44 2 2	24 9 6	...	...	...	627 5 4	131 2 2	1,216 11 3
49 7 10	16 5 5	34 3 4	32 3 3	10 9 3	...	...	0 6 3	579 17 2	...	945 7 9
53 9 9	20 19 6	...	35 14 6	11 3 3	...	...	13 4 6	1,293 17 6	...	1,040 15 10
15 0 9	4 18 0	...	18 4 0	20 0 0	...	1 1 0	47 5 0	1,366 1 10	...	1,135 12 5
26 2 1	8 0 0	...	21 11 2	14 1 8	13 17 0	...	8 2 5	318 14 9	...	615 7 6
3 9 10	2 0 0	...	32 4 2	9 11 4	...	2 17 0	2 10 10	298 5 5	33 0 8	910 13 4
2 8 9	11 18 4	...	32 9 11	10 2 7	...	...	9 11 5	585 4 5	...	1,101 11 3
8 18 9	10 17 6	...	17 5 7	7 3 6	...	...	0 17 5	271 13 6	40 17 6	492 9 11
16 5 2	43 6 5	10 15 6	111 12 2	35 13 7	...	...	11 5 9	1,328 11 6	14 9 11	3,170 10 9
1 12 2	23 12 6	...	78 2 6	43 19 2	...	3 4 6	38 4 7	1,274 3 10	...	2,117 16 4
5 15 6	14 3 0	...	35 15 0	11 2 9	...	...	7 4 7	464 13 3	0 18 10	1,010 5 1
17 3 6	36 10 0	...	68 2 7	46 17 5	...	...	18 1 9	824 15 7	18 16 9	1,899 15 11
28 18 5	33 0 9	...	11 17 2	9 17 10	...	...	45 18 6	1,348 1 9	...	813 8 2
142 8 0	17 1 0	...	97 8 5	61 10 6	...	10 9 6	57 3 0	2,060 4 0	...	3,251 2 0
20 7 5	27 6 6	26 11 6	255 2 0	154 1 6	...	...	63 19 2	2,811 4 2	...	7,398 11 10
83 15 1	22 16 6	...	149 7 5	100 0 0	...	17 14 0	10 1 0	1,777 13 1	26 19 4	4,160 0 0
1 19 0	11 15 0	5 9 8	141 8 3	130 0 1	...	...	5 7 1	1,055 13 1	50 16 0	3,917 16 7
708 1 11	530 6 6	96 3 9	1,731 9 5	1,003 2 5	23 10 4	36 16 0	575 9 4	27,850 11 2	893 7 9	51,990 16 5

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ROXBURGH.									
Ancrum	553 15 7	...	7 13 0	401 7 8	...	...	10 19 3	21 7 2	13 9 6
Ashkirk	45 16 5	...	10 0 0	233 13 9	...	...	0 8 3	1 19 6	1 13 5
Bedrule	14 2 8	...	12 0 0	144 7 4	...	...	0 13 9	0 2 9	0 11 6
Bowden	...	...	14 0 0	246 2 11	...	...	1 10 0	...	1 15 9
Castleton	491 19 5	...	30 0 0	771 19 2	...	...	1 18 0	5 5 10	15 4 6
Cavers & Kirktown	368 3 10	21 8 3	19 10 0	627 12 19	...	...	3 12 9	8 11 11	13 2 7
Crailing	9 4 8	...	7 10 0	149 2 7	...	...	1 11 2	1 6 10	2 19 1
Eckford	...	...	15 0 0	340 6 11	...	...	1 13 0	7 18 6	3 8 7
Edgerston	73 7 3	...	7 0 0	162 6 3	...	...	2 1 1	4 6 8	2 6 0
Ednam	33 16 7	...	7 7 0	230 4 2	...	...	...	6 10 1	2 18 9
Hawick (B.)	273 6 0	75 7 6	152 0 0	2,972 19 7	...	30 4 7	27 17 7	82 3 1	79 11 9
Hawick (L.)	16 4 9	...	10 3 0	192 8 7	...	...	1 1 8	0 6 4	1 13 5
Hobkirk	...	10 10 6	12 10 0	163 12 0	...	...	1 4 0	0 13 0	16 6 4
Hownam	...	...	6 15 0	108 13 2	...	...	0 13 7	2 8 2	0 16 10
Jedburgh (B.)	165 1 8	...	58 6 8	440 0 0	...	20 14 8	5 13 1	15 11 11	17 9 4
Jedburgh (L.)	12 9 0	...	17 0 0	235 7 3	...	...	0 15 3	3 2 9	6 5 4
Kelso	300 13 4	...	60 0 0	896 10 3	...	...	8 14 7	23 15 9	35 15 4
Lilliesleaf	...	14 3 0	14 0 0	287 16 5	...	...	3 8 6	1 13 1	2 5 6
Linton	104 10 2	...	8 10 0	187 18 3	...	...	0 6 8	1 15 8	1 9 4
Makerston	13 17 8	...	14 0 0	142 16 6	...	...	...	...	1 10 1
Maxton	...	...	7 6 2	174 8 6	...	...	0 2 6	3 18 6	1 8 2
Melrose	...	49 12 4	72 10 0	1,712 3 0	...	...	9 11 9	21 3 9	64 17 5
Minto	13 4 9	...	20 0 0	211 12 1	...	...	2 2 9	4 11 11	1 16 0
Morebattle	...	3 19 6	13 0 0	321 7 8	...	10 0 0	1 3 8	11 1 2	5 2 9
Oxnam	...	2 3 1	7 10 0	165 15 0	...	...	0 10 0	1 15 1	2 4 9
Roxburgh	...	...	12 10 0	349 12 0	...	...	4 14 4	12 17 1	6 13 11
St. Boswells	...	...	12 0 0	219 3 5	...	...	1 15 6	8 18 5	2 18 0
Smailholm	10 13 11	...	10 0 0	131 19 0	...	...	0 9 4	1 2 0	0 18 8
Southdean	0 17 5	...	9 10 0	158 3 1	...	...	0 6 0	2 18 0	1 3 0
Sprouston	...	3 19 6	13 0 0	304 12 0	...	3 6 0	1 7 8	16 8 11	4 16 11
Teviothead	35 7 0	3 3 0	15 0 0	138 5 4	...	...	1 10 0	2 3 11	7 12 1
Wilton	...	...	19 0 0	332 3 3	...	...	0 14 1	1 3 5	3 18 1
Yetholm	...	...	12 0 0	260 0 4	...	...	0 4 0	3 10 2	3 14 9
Tl. of Roxburgh	2,476 12 1	184 11 8	706 10 10	13,441 14 6	...	64 5 3	98 13 8	280 16 4	338 0 9
SELKIRK.									
Caddonfoot	32 16 3	4 18 0	15 0 0	132 12 9	...	...	0 11 0	0 12 4	6 3 6
Ettrick	...	3 6 1	13 0 0	141 10 10	...	...	0 4 3	0 14 6	0 14 1
Galashiels (B.)	...	...	100 0 0	1,668 17 6	...	...	10 3 4	47 14 7	92 4 11
Galashiels (L.)	...	...	30 0 0	503 11 11	...	...	4 19 4	9 6 5	14 18 6
Kirkhope	53 11 0	...	13 0 0	219 3 2	...	53 17 2	2 16 3	3 14 9	1 5 7
Roberton	...	2 10 9	22 10 0	300 11 2	...	39 4 1	0 13 1	0 5 4	0 13 0
Selkirk (B.)	421 19 11	...	70 13 0	1,122 14 6	...	...	13 19 3	20 12 5	51 1 9
Selkirk (L.)	...	...	20 0 0	336 19 7	...	...	2 0 7	9 10 3	15 0 10
Yarrow	12 11 11	...	13 10 0	342 7 2	...	...	0 6 9	5 4 1	3 3 2
Total of Selkirk	520 19 1	15 14 10	297 13 0	4,768 8 7	...	153 1 3	35 15 1	97 14 8	185 9 8
SHETLAND.									
Bressay	...	5 6 4	5 10 0	195 8 6	...	115 12 8	9 17 8	0 8 5	6 9 0
Delting	...	...	20 5 0	329 6 2	...	...	7 3 7	4 14 7	7 0 6
Dunrossness	42 15 1	...	48 9 0	594 8 4	...	8 5 1	10 14 11	46 11 9	29 8 7
Fetlar and North Yell	15 4 9	14 0 0	19 10 0	220 19 4	...	...	3 7 6	...	15 14 1
Lerwick and Gulberwick	...	15 19 11	47 10 0	396 18 11	...	...	15 1 0	17 14 11	18 1 2

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
44 8 4	27 9 3	...	...	...	45 8 4	...	33 13 1	1,159 11 2	...	543 8 7
38 11 11	16 6 0	...	20 12 4	14 7 8	...	...	2 3 6	390 12 3	...	588 3 10
1 13 1	8 0 0	...	...	...	...	...	1 15 6	183 6 7	...	6 17 3
9 18 5	15 8 5	...	...	...	...	...	9 17 8	298 13 2	29 4 5	...
95 0 8	44 18 4	...	82 6 9	106 13 4	...	...	35 11 11	1,680 17 5	...	2,744 3 10
59 16 4	23 11 11	...	52 9 10	45 10 4	...	...	27 19 11	1,311 10 6	...	2,969 15 2
3 18 3	5 19 4	...	...	...	...	...	4 4 0	185 16 1	38 10 4	...
8 12 4	13 19 6	...	18 14 2	23 15 2	...	...	1 19 8	435 7 5	19 11 3	510 14 3
39 13 6	7 10 0	...	15 16 1	30 0 0	...	...	3 13 0	347 19 10	...	427 18 3
20 1 9	7 10 0	...	7 12 9	10 11 3	...	...	6 17 7	333 9 2	...	254 5 2
120 5 5	334 17 5	...	411 12 8	293 7 5	...	11 13 1	68 12 1	4,933 17 5	...	11,442 1 5
0 18 10	10 0 0	...	19 17 7	17 1 3	...	...	0 16 5	270 11 10	10 4 2	466 11 3
1 12 3	12 9 2	...	...	...	...	...	8 4 10	227 2 1	38 16 6	26 0 0
3 2 11	6 8 3	...	...	...	...	...	...	128 17 11	45 3 7	...
46 13 8	38 19 9	...	178 3 0	742 6 2	4 1 3	...	7 10 0	1,680 11 2	3 11 10	4,627 18 0
13 3 8	17 7 4	21 4 8	19 5 0	50 0 0	...	...	3 5 1	419 5 4	...	500 14 8
18 19 8	71 9 7	...	149 7 2	82 15 6	...	1 8 6	53 8 8	1,704 18 4	...	4,239 12 4
23 11 2	10 6 0	...	...	...	0 9 4	...	1 4 6	358 17 5	19 12 9	...
6 11 4	5 10 6	34 4 9	16 9 8	22 0 4	...	...	4 1 11	393 8 7	...	572 2 1
1 10 1	7 10 0	...	...	...	...	...	2 4 0	183 8 4	4 15 0	...
16 11 6	6 0 0	...	...	...	...	...	3 1 0	212 16 5	30 3 11	...
88 10 8	103 16 6	10 0 0	333 4 6	177 5 2	...	...	19 0 1	2,661 15 5	...	9,443 3 7
177 2 10	9 11 1	...	...	...	...	...	7 6 8	447 8 1	...	7 5 3
11 7 5	17 17 11	...	16 19 9	22 16 0	...	...	1 0 3	435 16 1	58 11 8	454 8 0
8 14 1	10 3 7	...	4 1 9	9 19 7	...	...	1 0 0	213 16 11	46 11 2	106 16 5
31 8 10	17 18 7	...	16 13 3	19 13 9	...	...	0 18 1	472 19 10	36 0 11	461 4 3
7 18 3	15 6 4	...	...	...	...	...	0 19 7	268 19 6	67 5 6	...
1 2 10	10 18 10	...	...	...	...	...	0 14 8	167 19 3	...	8 16 5
1 4 6	9 19 6	...	5 13 9	12 10 0	...	...	0 1 0	202 11 3	37 4 4	149 19 6
15 6 0	21 13 0	...	10 4 4	16 0 0	...	...	23 17 9	434 12 1	34 12 1	279 19 6
23 1 5	12 14 8	...	19 6 2	50 0 0	...	...	2 7 11	310 16 6	...	408 10 10
13 14 10	11 14 8	...	6 6 9	9 8 9	...	...	...	398 13 10	...	176 3 11
8 8 6	16 19 11	...	...	...	...	...	7 19 8	312 17 4	50 6 4	...
962 15 3	950 5 4	65 9 5	1,444 17 3	1,756 1 8	49 18 11	13 1 7	345 10 0	23,169 4 6	570 5 9	41,416 13 9
0 0 9	16 5 6	...	28 14 2	21 5 10	...	...	4 3 3	263 3 4	1 16 1	798 18 9
1 13 0	5 0 2	...	...	...	...	...	3 4 0	174 7 4	11 11 1	...
134 7 7	128 9 7	...	206 12 8	251 3 0	25 11 2	...	50 10 6	2,715 14 10	135 3 11	5,478 14 8
43 3 3	25 5 3	...	27 16 9	19 8 0	...	...	1 0 8	679 10 1	104 1 6	776 0 0
1 13 6	12 3 7	...	3 7 5	3 8 7	...	...	5 19 8	373 1 1	...	177 5 7
14 3 2	11 12 8	...	39 2 8	39 6 4	...	...	0 4 6	530 16 9	...	1,067 17 1
81 16 8	66 12 1	...	198 7 5	151 9 6	...	...	29 17 10	2,229 4 0	...	5,515 16 0
7 17 11	24 3 8	16 0 0	30 13 9	29 2 6	...	...	6 5 1	497 14 2	19 7 2	847 13 3
56 5 2	9 14 9	...	15 8 7	9 11 5	1 19 0	...	3 4 4	473 11 5	...	559 1 3
341 1 0	299 7 3	16 0 0	550 3 5	524 15 2	27 10 2	...	104 9 10	7,937 3 0	271 19 9	15,221 6 7
7 16 10	5 7 10	...	31 7 3	11 16 7	...	...	2 7 2	397 8 3	...	972 16 10
8 5 0	2 4 3	...	29 5 2	9 3 0	...	...	...	427 7 3	131 5 0	825 10 11
4 10 3	...	...	67 13 2	44 0 2	...	4 15 0	12 17 6	914 8 10	...	1,798 13 8
12 9 1	0 17 11	...	35 10 8	9 12 2	...	...	1 11 7	348 17 11	...	1,105 14 7
51 16 1	21 2 4	...	21 11 9	145 6 6	1 13 8	...	2 9 5	708 16 7	37 4 0	451 9 4

M

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
SHETLAND—*contd.*									
Mid and South Yell	150 8 3	...	25 0 0	323 5 7	...	...	6 9 1	9 6 6	30 0 4
Nesting	...	...	25 0 0	344 7 2	...	...	...	8 9 7	12 15 4
Northmavine	...	...	30 0 0	341 4 6	...	...	0 17 2	13 7 3	29 5 8
Sandsting and Aithsting	...	3 9 9	27 7 6	519 11 10	...	...	4 16 9	2 15 4	27 6 9
Tingwall	77 14 6	6 0 0	22 0 0	334 6 4	...	...	6 14 5	5 17 5	5 5 0
Unst	34 12 2	...	39 0 0	240 7 9	...	...	2 0 11	0 4 0	17 8 3
Walls	609 4 4	5 0 3	15 14 6	286 10 7	...	22 13 3	4 8 0	5 1 1	39 4 11
Total of Shetland	929 19 1	49 16 3	335 6 0	4,126 15 0	...	146 11 0	71 11 0	114 10 10	237 19 8
STIRLING.									
Airth	217 8 11	...	22 10 0	392 5 9	...	...	8 4 3	4 13 5	9 18 6
Alva	752 19 4	16 5 8	32 10 0	788 15 5	...	1,684 2 5	12 10 11	78 15 2	55 15 5
Baldernock	81 2 9	...	15 0 0	204 16 0	...	...	0 3 5	0 14 2	1 1 5
Balfron	66 2 4	...	18 0 0	330 9 3	...	...	3 5 3	...	3 15 0
Bothkennar	...	4 10 9	28 0 0	402 6 7	...	...	...	3 0 0	1 3 3
Buchanan	...	...	15 0 0	186 5 5	...	...	2 7 1	3 13 2	1 16 7
Campsie	495 11 3	...	74 5 4	951 4 0	...	30 0 0	9 0 9	18 2 0	11 16 8
Denny	423 3 2	24 19 0	45 0 0	991 0 11	...	1,034 13 0	7 0 9	33 3 9	51 14 0
Drymen	...	...	19 9 0	148 5 0	...	...	0 6 0	3 14 6	2 14 10
Dunipace	229 16 10	4 7 6	18 0 0	328 17 6	...	...	1 6 8	6 1 7	7 18 7
Falkirk (B.)	...	...	140 0 0	2,644 14 0	...	2,313 19 9	22 2 8	356 6 8	130 7 9
Falkirk (L.)	607 3 2	...	105 0 0	1,820 5 6	...	246 10 1	17 12 7	376 0 5	40 2 5
Fintry	134 9 3	...	15 0 0	107 11 4	...	...	2 4 6	0 14 2	1 8 6
Gargunnock	...	...	20 0 0	190 3 4	...	...	3 0 9	15 11 2	2 4 0
Grangemouth	996 17 6	27 3 1	38 3 0	1,235 15 0	...	23 18 11	7 7 0	233 8 0	70 7 2
Killearn	...	...	16 0 0	283 5 3	...	...	3 15 2	22 8 10	2 4 11
Kilsyth (B.)	...	...	35 0 0	829 12 4	...	...	3 9 10	86 16 10	27 13 6
Kilsyth (L.)	...	19 0 0	19 19 0	392 15 0	...	130 0 0	2 15 4	4 7 2	6 1 0
Kippen	4 5 3	...	26 0 0	592 2 2	...	...	6 17 3	6 1 1	13 10 6
Larbert	...	...	55 0 0	1,297 0 6	...	4,738 3 10	12 0 3	14 0 4	64 12 6
Lecropt	...	...	20 0 0	287 7 4	...	...	0 10 6	7 8 3	0 14 8
Muiravonside	207 5 3	4 9 10	32 10 0	594 9 7	...	...	2 7 5	35 14 5	33 5 10
Polmont	120 1 9	...	49 2 5	647 13 8	...	306 10 1	12 14 5	8 8 8	16 8 8
St. Ninians	...	...	125 0 0	1,235 14 9	...	66 2 1	17 16 11	57 7 2	71 18 6
Slamannan	64 1 0	...	81 8 6	1,025 18 5	...	23 14 1	14 2 1	10 3 0	38 17 11
Stirling (B.)	...	...	160 0 0	2,841 19 2	...	...	38 6 2	243 7 7	96 13 6
Stirling (L.)	...	...	5 0 0	79 9 0	...	...	0 0 3	...	0 1 0
Strathblane	168 2 4	...	29 7 10	360 14 7	...	...	2 18 6	5 4 10	6 13 10
Total of Stirling	4,568 10 1	100 15 10	1,255 5 1	21,190 16 9	...	10,597 14 3	214 6 8	1,695 6 4	771 0 5
SUTHERLAND.									
Assynt	104 1 7	...	52 0 0	660 10 10	...	...	5 7 10	3 16 3	20 16 2
Clyne	166 18 6	...	20 0 0	343 16 7	...	...	2 5 9	10 8 8	7 8 2
Creich	...	...	25 10 0	383 9 7	...	...	3 10 3	5 2 4	22 16 0
Dornoch (incl. B.)	11 6 5	...	30 0 0	447 2 0	...	321 1 10	1 11 6	2 10 8	17 9 9
Durness	...	2 12 0	25 0 0	217 11 11	...	...	2 13 1	11 11 4	1 1 10
Eddrachillis	...	2 14 0	26 0 0	330 9 5	...	...	5 8 3	5 0 0	6 3 2
Farr	...	...	20 10 0	478 19 1	...	...	1 11 2	1 17 3	4 5 0
Golspie	70 0 2	...	20 0 0	364 3 5	...	...	0 10 0	3 7 4	16 7 11
Kildonan	...	...	20 0 0	411 3 5	...	...	3 18 2	5 14 2	7 13 9
Lairg	307 13 9	...	23 0 0	284 5 7	...	...	3 17 11	5 15 9	17 2 6
Loth	6 14 10	...	18 0 0	96 18 0	...	...	0 13 6	0 3 0	0 17 6
Rogart	...	8 6 0	20 0 0	315 12 4	...	53 11 0	4 8 4	3 16 5	13 9 1
Tongue	118 9 5	6 10 5	13 0 0	331 18 1	...	...	0 18 0	1 8 6	7 8 1
Tl. of Sutherland	785 4 8	20 2 5	313 0 0	4,616 0 3	...	374 12 10	36 13 9	60 11 8	142 18 11

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
0 17 11	5 18 0	...	49 12 1	11 2 9	61 3 3	...	5 8 5	678 12 2	...	1,472 12 3
78 8 6	6 6 9	...	24 11 2	10 16 8	...	...	0 2 9	520 17 11	...	1,013 17 2
32 11 2	7 6 0	...	29 18 6	9 5 10	...	...	2 16 0	496 12 1	137 8 4	845 13 11
59 14 10	11 7 5	4 18 6	48 18 1	15 0 8	...	1 4 9	1 0 0	727 12 2	137 17 8	1,513 6 4
5 2 2	15 0 0	...	44 10 2	16 8 10	...	...	4 10 5	543 9 3	...	1,262 17 3
4 9 1	4 6 8	...	37 2 7	10 9 5	...	...	3 2 1	393 2 11	57 6 1	1,053 0 7
7 8 0	5 0 7	...	39 12 3	11 7 9	...	...	23 14 7	1,075 0 1	...	1,195 13 10
227 0 7	84 17 9	4 18 6	469 12 10	304 10 4	62 16 11	5 19 9	59 19 11	7,232 5 5	501 1 1	13,511 6 8
48 8 0	32 9 6	...	44 11 5	42 8 7	...	...	18 18 8	841 17 0	...	1,406 19 1
47 11 11	63 15 6	...	185 8 7	137 10 0	...	...	3 5 6	3,859 5 10	406 14 8	5,075 0 0
17 2 11	8 16 6	...	47 7 4	16 11 5	...	...	1 14 9	394 10 8	...	1,440 17 5
7 16 7	23 0 10	...	62 9 1	21 1 10	3 15 3	...	5 2 4	544 17 9	...	1,817 6 6
32 1 8	11 11 0	...	40 3 6	53 16 4	...	...	2 2 7	573 15 8	96 19 8	1,098 7 3
74 9 6	5 14 0	...	...	...	...	...	1 16 9	291 2 6	...	59 7 7
61 7 9	80 14 9	...	77 0 2	68 19 3	...	...	32 3 4	1,910 5 3	...	2,521 10 3
14 7 4	65 15 1	...	199 8 9	104 19 7	2 6 7	...	50 15 4	3,108 7 3	...	7,062 3 9
2 12 0	14 18 0	70 1 3	59 11 1	45 8 11	...	...	5 4 7	372 5 2	77 9 1	1,507 1 1
23 2 8	28 10 9	...	85 8 4	47 2 6	...	...	11 3 9	791 16 8	...	2,395 0 5
87 16 10	188 14 7	...	266 19 11	284 9 0	10 16 4	...	110 6 10	6,556 14 4	957 1 7	9,888 16 0
106 13 5	130 16 0	...	348 15 1	212 0 5	1 13 6	...	90 13 4	4,105 5 11	...	10,410 18 7
3 5 2	12 8 5	...	19 14 9	15 5 3	...	...	9 11 6	321 12 10	...	625 11 6
18 19 2	6 8 2	...	9 9 10	8 9 1	7 7 0	...	...	281 12 6	23 3 11	262 13 7
101 16 1	92 15 8	...	141 15 0	131 17 3	...	0 10 0	44 18 4	3,146 12 0	...	4,418 19 2
4 12 10	19 18 3	14 6 1	45 0 5	32 9 7	...	...	9 19 10	454 1 2	38 0 10	1,253 16 4
40 19 3	65 13 3	...	190 6 11	114 7 1	...	5 0 0	9 6 0	1,408 5 0	...	5,493 4 11
42 8 2	15 11 2	...	28 8 4	55 19 8	...	...	...	717 4 10	71 16 2	755 19 6
39 17 6	41 9 3	...	89 2 2	59 11 2	...	...	7 15 10	886 12 2	24 16 2	2,486 8 11
29 9 1	82 14 7	...	267 0 3	216 13 5	...	...	18 1 8	6,794 16 5	...	9,561 5 8
4 11 3	9 12 0	...	...	...	...	...	...	330 4 0	41 19 1	...
31 0 10	21 13 1	17 8 4	85 12 0	40 17 1	...	...	8 14 3	1,115 7 11	...	2,529 8 4
41 17 1	21 16 0	...	124 12 11	118 8 11	...	0 5 0	6 11 11	1,474 11 6	...	3,794 17 5
78 11 1	93 15 9	...	350 3 2	172 14 0	...	...	3 2 9	2,272 6 2	400 1 0	9,416 9 9
74 3 2	71 7 10	...	170 3 11	181 17 11	...	...	10 4 0	1,766 1 10	190 0 7	4,545 12 3
179 12 0	141 14 1	...	218 11 11	215 11 7	...	0 13 0	51 9 5	4,187 18 5	429 0 2	5,859 9 7
2 17 3	...	...	...	...	...	...	...	87 7 6	58 12 3	...
25 4 8	11 9 3	...	31 0 10	31 14 4	...	...	8 7 2	680 18 2	...	1,006 2 2
1,244 15 2	1,363 3 3	101 15 8	3,188 5 8	2,430 4 2	25 18 8	6 8 0	521 10 5	49,275 16 5	2,820 15 2	96,695 7 0
14 2 0	12 8 4	...	111 2 7	28 4 7	...	14 14 2	...	1,027 4 4	...	2,913 4 0
10 14 9	19 11 0	...	20 1 0	7 15 1	0 10 6	...	1 3 6	610 13 6	...	684 18 11
21 2 3	19 5 0	...	87 11 11	48 7 0	..	...	...	616 14 4	222 1 11	2,602 16 8
11 15 2	15 6 7	...	50 3 5	13 11 7	...	1 8 0	9 7 5	932 14 4	...	1,552 7 10
5 1 0	1 9 3	...	...	...	...	...	...	267 0 5	42 11 4	...
26 16 9	4 5 0	...	55 0 9	28 0 0	...	...	...	489 17 4	...	1,307 1 7
12 6 9	8 8 0	...	86 14 8	28 7 1	...	...	...	642 19 0	...	2,629 4 1
12 19 9	19 14 8	...	18 5 5	5 12 11	...	3 2 10	4 19 1	539 3 6	...	611 19 4
6 18 1	16 0 0	...	43 11 6	24 2 0	...	...	3 19 9	543 0 10	65 14 7	1,143 18 5
1 19 8	5 11 9	...	28 9 4	14 19 6	...	...	11 18 1	654 13 10	...	933 8 11
1 15 10	5 2 0	...	...	...	...	...	0 19 0	131 3 8	1 1 4	...
10 16 11	17 5 11	...	37 5 10	91 0 0	...	...	10 3 8	585 15 6	...	823 1 8
5 15 6	5 11 9	...	69 4 0	20 1 0	...	...	6 7 3	586 12 0	...	1,989 5 7
142 4 5	149 19 3	...	607 10 5	310 0 9	0 10 6	19 5 0	48 17 9	7,627 12 7	331 9 2	17,961 7 5

Digitized by Google

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
WIGTOWN.									
Glasserton . .	128 1 0	10 9 0	20 3 0	367 8 10	...	...	3 17 4	6 14 4	3 0 4
Inch . . .	120 16 8	...	29 0 0	553 17 10	...	156 14 8	2 11 2	20 2 2	9 2 10
Kirkcolm . .	74 14 10	...	24 0 0	398 11 3	...	367 4 6	...	26 17 1	6 2 3
Kirkcowan . .	...	7 0 1	15 0 0	369 7 6	...	...	1 14 3	8 1 6	1 5 2
Kirkinner . .	7 9 9	4 9 4	20 0 0	403 9 0	...	...	2 8 0	6 19 8	9 18 5
Kirkmaiden. .	133 10 11	5 4 2	30 0 0	689 17 9	...	...	4 3 8	20 1 11	66 14 5
Leswalt . .	59 12 2	3 3 0	22 0 0	333 11 0	...	...	1 12 0	6 12 6	12 3 2
Mochrum . .	99 5 0	10 10 6	30 0 0	622 11 0	...	...	4 13 7	4 4 11	23 19 3
New Luce . .	32 13 0	8 2 2	10 0 0	212 8 5	...	...	1 5 0	4 8 10	0 8 5
Old Luce . .	245 19 6	11 2 4	29 0 0	533 8 0	...	...	2 1 6	5 3 6	5 4 10
Penninghame .	144 3 1	14 4 3	26 0 0	488 3 6	...	...	1 10 7	8 8 2	50 4 7
Portpatrick .	...	2 10 0	16 0 0	237 8 4	...	...	1 13 0	...	7 10 0
Sheuchan . .	...	...	* ...	...	...	...	...	...	...
Sorbie . . .	95 9 9	4 11 0	16 0 0	493 11 4	...	27 19 5	2 1 10	9 1 4	31 17 8
Stoneykirk . .	8 4 7	...	28 0 0	709 8 0	...	...	1 17 0	12 10 10	18 17 6
Stranraer (B.) .	429 10 10	23 2 3	62 0 0	1,515 19 0	...	689 1 1	6 8 0	22 2 9	34 14 11
Whithorn . .	154 3 1	14 18 5	30 0 0	669 11 7	...	...	4 13 6	16 7 10	9 14 9
Wigtown . .	180 9 1	4 12 10	25 0 0	647 5 11	...	...	1 13 0	11 11 11	8 5 7
Total of Wigtown	1,914 3 3	123 19 4	432 3 0	9,245 18 3	...	1,240 19 8	44 3 5	190 2 3	299 3 11
Total, Scotland	104,151 2 2	3,829 16 7	42,701 1 1	699,664 11 5	31,951 13 9	197,735 3 6	7,177 13 1	20,914 2 2	32,283 16 1
Deduct Balances on 13th May 1885	...	...	...	...	...	...	...	...	...
Net Expenditure	...	...	...	...	...	...	...	...	...

* No school under the Board.

Digitized by Google

School Boards for the Year ended the 15th May 1886.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
61 2 11	13 4 6	...	16 8 3	12 1 9	...	...	12 17 11	655 9 2	...	583 11 0
17 17 8	18 0 0	...	...	...	...	...	10 19 8	939 2 8	...	426 5 11
53 2 2	8 2 6	...	12 10 7	11 13 4	...	...	14 15 4	997 13 10	...	481 0 4
6 8 7	17 8 0	...	30 18 0	30 0 0	22 16 4	...	1 0 8	511 0 1	...	805 19 11
23 14 5	3 15 6	...	3 0 8	20 0 0	...	...	12 8 4	517 13 1	...	330 1 11
36 13 2	24 15 0	...	166 0 5	62 15 2	...	18 10 5	12 5 0	1,270 12 0	...	4,342 10 3
1 13 0	16 11 3	...	32 12 5	18 14 3	...	...	3 8 0	511 12 9	...	957 2 11
46 8 9	...	...	107 10 0	56 6 11	...	3 2 6	17 1 7	1,025 14 0	...	3,070 13 10
5 1 0	2 9 3	...	14 16 2	17 17 10	...	...	0 2 0	309 12 1	...	540 0 11
22 8 0	25 15 4	...	83 1 1	30 0 0	...	...	32 12 8	1,025 16 9	...	2,857 12 9
14 7 3	20 19 5	...	49 17 6	32 14 6	...	...	13 7 3	863 19 11	...	1,427 19 3
0 3 11	6 0 0	...	18 2 0	10 1 0	...	...	1 15 10	301 9 1	26 17 9	505 13 4
...	...	41 0 0	...	...	...	...	...	41 0 0	...	...
8 16 6	22 17 4	...	28 3 5	19 6 7	...	...	11 11 2	771 17 4	...	869 4 10
32 1 4	9 2 10	...	93 4 4	53 4 10	...	2 7 3	6 6 9	975 5 3	...	2,599 4 2
69 12 9	49 13 8	...	10 6 5	29 6 9	...	29 15 6	72 12 7	3,074 6 6	...	1,960 1 6
57 5 2	34 19 0	...	30 4 1	62 18 0	...	7 2 10	23 2 11	1,115 1 2	...	1,484 10 0
0 4 6	25 6 3	...	...	...	...	...	26 0 5	930 12 6	...	255 4 2
457 6 1	298 19 10	41 0 0	726 15 4	467 0 11	22 16 4	60 18 6	272 8 1	15,837 18 2	26 17 9	23,976 17 0
39,008 5 8	45,128 15 10	4,622 15 9	100,576 1 10	78,716 2 10	2,130 9 7	1,417 13 3	23,766 2 3	1,432,576 6 10	59,651 1 5	2,938,264 11 5
...	...	...	...	...	...	...	...	104,151 2 2	...	...
...	...	...	...	...	...	..	...	1,328,425 4 8	...	..

Digitized by Google

SUMMARY OF GENERAL ABSTRACT OF STATEMENTS OF INCOME, ended the 15th May 1886, showing the INCOME.

COUNTY.	Balances in hand on 15th May 1885.	School Fees.	Grants from Scotch Education Department.			Grants from Science and Art Department.	Amounts paid to the Treasurers by the Rating Authorities.
			(a) Annual Grants.	(b) Building Grants.	(c) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	4,508 15 8	18,069 12 0	30,170 4 6	220 5 0	264 10 1	370 6 7	35,271 14 7
Argyll	936 17 10	3,682 14 2	8,013 4 0	1,214 5 5	...	115 19 6	16,322 3 8
Ayr	2,975 4 3	14,477 4 4	21,898 18 3	...	57 14 8	372 18 0	22,377 15 2
Banff	1,047 16 8	3,910 15 2	6,693 17 11	...	578 19 2	3 12 6	6,944 3 5
Berwick	1,420 11 7	2,795 8 8	3,937 5 10	...	81 6 7	8 4 6	6,111 2 9
Bute	550 12 7	1,192 3 7	1,615 18 4	...	...	28 15 0	2,584 18 9
Caithness	1,008 15 6	1,240 18 6	4,141 11 11	...	181 9 9	29 5 10	6,692 18 2
Clackmannan	82 12 3	1,717 16 5	2,350 1 0	...	...	29 11 4	1,646 7 6
Dumbarton	684 18 10	5,931 0 8	8,119 9 0	...	133 8 11	95 15 8	11,119 5 0
Dumfries	468 18 9	4,688 12 6	8,282 14 4	...	...	19 1 5	12,323 0 6
Edinburgh	2,916 8 11	19,422 2 7	26,359 9 9	...	25 0 0	177 3 6	45,150 2 4
Elgin	827 3 4	2,472 14 4	4,595 8 9	...	186 10 6	82 13 6	7,412 9 1
Fife	4,060 19 2	15,318 3 7	20,240 9 8	...	1,227 5 11	146 11 11	18,463 4 8
Forfar	10,024 19 4	19,434 4 0	22,103 3 5	...	560 12 1	267 19 1	22,964 0 10
Haddington	1,245 7 9	3,013 11 1	3,769 19 11	...	...	14 8 11	7,061 19 0
Inverness	1,364 11 6	2,064 15 0	7,838 3 8	1,496 5 9	604 1 1	15 8 8	11,356 5 6
Kincardine	721 8 2	2,769 1 9	4,943 5 1	...	32 8 6	19 8 4	5,941 0 1
Kinross	90 13 10	416 6 8	594 15 0	...	...	4 16 0	795 16 8
Kirkcudbright	790 9 10	2,650 15 0	4,933 19 3	...	...	23 10 10	7,366 16 6
Lanark	6,765 3 3	71,440 3 6	88,678 17 8	...	413 16 3	1,838 11 9	109,065 3 2
Linlithgow	1,278 2 9	3,630 10 4	4,790 2 3	...	...	36 18 5	4,620 17 7
Nairn	22 9 2	347 2 3	1,087 18 6	...	100 5 0	3 0 10	1,207 5 1
Orkney	217 14 2	1,531 1 7	3,323 12 8	...	389 16 4	13 6 10	3,127 16 10
Peebles	182 2 11	1,074 15 11	1,418 17 0	...	...	2 18 6	2,510 6 3
Perth	2,487 6 5	7,475 8 1	12,878 17 3	...	...	86 10 11	20,636 19 1
Renfrew	957 2 8	14,852 12 3	20,297 6 1	...	...	287 3 4	26,442 19 11
Ross and Cromarty	920 6 7	1,864 5 2	8,323 5 7	...	1,090 12 1	6 16 10	12,118 19 1
Roxburgh	631 1 10	4,470 3 10	6,231 14 4	...	221 9 9	59 18 3	8,869 1 3
Selkirk	421 9 2	1,924 12 8	2,434 10 0	...	...	29 14 6	2,792 17 6
Shetland	517 14 10	1,018 11 1	2,422 5 1	594 10 0	478 15 3	10 10 7	2,009 9 1
Stirling	1,696 0 1	8,127 0 11	12,332 15 11	...	61 5 0	124 16 4	13,820 4 1
Sutherland	640 11 2	432 14 2	2,008 14 0	...	48 17 9	...	3,746 17 8
Wigtown	45 8 8	2,141 18 6	3,924 10 4	...	...	2 13 0	6,292 17 4
Total	52,509 19 5	245,599 0 3	360,705 6 3	3,525 6 2	6,738 4 8	4,328 11 2	465,166 17 8

Digitized by Google

EXPENDITURE, and LIABILITIES of SCHOOL BOARDS for the Year Total Amount in each County.

INCOME.

Loans Raised.	Net Income from Endowment. (a) Inalienable from the School or from Education.	Net Income from Endowment. (b) Alienable from the School and from Education.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1886.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
9,705 0 0	456 17 7	154 13 0	312 14 10	1,130 5 1	12 7 6	20 1	2,685 17 6	103,353 4 11	3,799 19 3
2,031 0 0	91 2 7	...	29 17 10	42 6 1	4 15 0	9 17 6	562 1 7	33,056 5 2	6,668 4 6
4,704 0 0	337 17 6	6 1 0	62 12 6	156 13 0	6 15 0	28 1 2	327 9 1	67,789 3 11	5,437 14 6
350 0 0	316 5 10	28 10 0	34 9 3	0 14 10	3 2 6	4 6 2	283 15 9	20,200 9 2	2,718 7 6
...	16 16 3	...	...	5 8 2	...	6 10 9	42 7 0	14,425 2 1	696 15 5
...	127 12 10	...	32 12 3	42 7 3	...	6 1 9	23 7 0	6,204 8 7	1,537 16 0
...	2 17 4	...	28 3 4	...	...	2 11 9	124 4 10	13,452 16 11	2,433 7 1
...	0 10 7	...	...	1 0 10	2 10 0	0 2 11	72 0 0	5,902 12 10	762 5 9
5,640 0 0	70 14 4	...	66 5 10	97 12 4	0 12 6	7 5 11	402 17 1	32,369 6 1	4,597 11 1
2,180 0 0	276 10 5	10 17 10	26 17 11	233 8 8	5 18 0	5 3 2	624 6 6	29,145 10 0	1,720 10 3
22,914 0 0	65 4 10	...	196 8 11	86 8 1	7 4 6	21 5 1	240 16 7	117,581 15 1	6,928 13 4
2,300 0 0	129 0 7	75 13 1	254 12 4	...	...	1 16 5	1,202 14 7	19,540 16 6	1,456 6 2
1,411 0 0	421 4 8	16 10 11	183 18 9	147 6 9	2 1 0	17 0 2	645 17 3	62,301 14 5	5,013 11 10
11,171 0 0	234 9 8	18 8 0	28 16 5	93 16 9	2 7 0	123 12 9	403 11 3	87,431 0 7	4,890 9 10
...	219 6 11	...	64 2 5	...	1 0 0	5 8 4	1,134 10 2	16,529 14 6	1,490 2 4
450 0 0	53 10 8	...	94 10 4	69 7 11	1 0 0	7 7 10	253 6 8	25,668 14 9	5,392 4 9
350 0 0	78 0 1	...	157 14 3	35 14 0	...	4 9 9	8 19 0	15,061 9 0	316 3 0
...	15 0 0	...	17 4 8	...	...	0 2 11	23 17 7	1,958 13 1	144 4 3
1,993 0 0	624 14 3	23 13 2	112 1 0	47 7 7	...	8 2 7	306 1 1	18,880 11 1	1,068 16 10
129,805 0 0	275 2 9	...	66 6 8	2,660 15 8	47 14 0	34 11 0	4,137 15 6	415,229 1 2	14,734 19 0
1,100 0 0	44 4 6	...	62 17 1	73 7 10	...	5 16 11	76 10 9	15,719 8 5	1,977 4 3
...	5 0 0	...	...	...	...	1 7 4	...	2,724 8 2	905 8 4
...	35 17 4	74 3 4	42 4 8	...	...	6 6 10	149 16 0	8,911 16 7	3,424 7 7
260 0 0	1 8 11	...	...	...	...	2 11 11	28 7 0	5,481 8 5	1,150 7 6
350 0 0	222 17 7	6 12 9	507 0 4	16 6 3	3 0 0	16 19 7	731 6 2	45,419 4 5	2,798 0 4
15,370 0 0	143 18 1	18 0 0	337 13 11	228 16 5	19 0 6	14 7 11	482 7 3	79,451 8 4	2,027 5 9
...	14 16 11	...	29 19 3	82 6 3	1 17 0	4 15 7	356 0 5	24,814 0 9	3,929 18 2
800 0 0	53 12 9	...	55 9 5	4 5 2	2 0 0	2 2 8	170 16 11	21,571 16 2	2,167 14 1
...	...	...	16 0 0	1 1 1	...	...	95 3 9	7,715 8 8	493 14 1
...	...	...	4 18 6	76 10 4	...	4 3 3	70 12 1	7,208 0 1	525 6 5
10,340 0 0	132 3 6	108 5 4	66 0 6	1,059 19 7	...	19 3 8	184 6 10	48,042 1 9	4,054 9 10
...	7 16 4	...	...	...	1 12 0	5 13 9	145 1 7	7,087 18 5	921 3 4
1,112 0 0	16 17 11	...	...	0 17 7	...	1 10 10	53 17 4	13,592 11 6	2,272 4 5
224,336 0 0	4,491 13 6	541 8 5	2,891 13 2	6,394 3 6	124 16 6	398 19 2	16,020 2 1	1,393,772 1 6	98,455 6 9

Digitized by Google

SUMMARY of General Abstract of Statements of Ir
ended the 15th May 1886, showi

EXPENDITURE.

COUNTY.	Balance overdrawn on 15th May 1885.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising, and Office Charges.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£
Aberdeen	3,182 9 1	706 7 9	2,890 10 7	57,966 4 4	45 18 4	7,160 17 1	539 8 7	
Argyll	8,008 18 11	376 10 7	1,332 17 0	19,707 12 1	...	1,493 2 10	151 11 4	
Ayr	7,254 7 8	173 9 0	2,161 15 0	40,102 14 4	...	5,651 15 6	248 14 11	
Banff	1,953 13 6	98 17 7	691 11 2	14,378 17 2	...	607 10 2	106 18 10	
Berwick	374 11 5	12 12 4	504 3 6	9,594 6 3	...	675 2 2	57 2 10	
Bute	1,695 14 4	...	183 10 0	3,982 17 8	...	81 12 4	24 17 9	
Caithness	2,667 9 10	...	447 13 9	8,026 2 6	...	9 4 0	49 13 6	
Clackmannan	258 7 2	45 2 9	211 0 0	4,231 4 11	20 0 0	374 8 1	23 15 8	
Dumbarton	5,628 7 3	12 5 1	961 18 4	16,115 9 3	...	5,497 18 7	166 12 1	
Dumfries	2,145 10 4	69 10 9	956 12 1	18,132 18 7	50 0 0	2,532 0 0	163 1 5	
Edinburgh	4,064 15 9	70 14 9	3,824 2 0	55,097 15 4	4,560 14 7	21,439 11 4	641 7 8	
Elgin	2,126 17 6	133 4 4	644 5 4	10,021 3 2	...	2,855 0 0	87 3 4	
Fife	3,673 8 7	134 12 7	1,934 5 3	39,477 12 9	...	4,164 10 11	277 8 6	
Forfar	6,295 6 6	136 1 11	2,226 11 8	44,124 3 5	...	19,345 19 11	508 8 5	
Haddington	1,331 2 1	45 7 10	555 18 11	9,247 9 10	...	843 16 4	76 12 10	
Inverness	4,655 7 3	203 14 10	1,062 3 0	15,794 4 5	...	1,692 10 0	157 10 3	
Kincardine	779 14 0	9 18 9	488 10 5	9,404 6 10	...	103 12 7	86 1 1	
Kinross	173 11 0	...	82 0 0	1,817 13 9	...	...	4 7 8	
Kirkcudbright	1,204 4 7	54 4 8	522 3 0	12,034 12 9	...	2,089 0 11	62 6 2	
Lanark	17,754 10 2	402 9 6	10,840 18 8	151,313 15 1	27,247 13 8	92,330 17 5	2,948 7 1	
Linlithgow	1,523 16 2	29 7 7	608 19 6	8,830 1 8	...	2,530 12 0	69 4 7	
Nairn	683 8 10	8 6 6	97 0 0	1,962 1 4	...	129 5 11	9 15 7	
Orkney	3,583 8 1	34 5 5	320 7 0	6,413 7 2	...	58 17 10	48 7 6	
Peebles	304 10 1	3 3 10	190 12 0	3,836 17 0	...	1,148 5 2	13 12 4	
Perth	3,019 11 10	263 3 8	1,693 15 3	28,623 13 7	...	847 19 8	228 8 6	
Renfrew	4,274 19 0	196 16 8	2,747 4 2	36,334 13 10	27 7 2	11,178 1 9	505 19 3	
Ross and Cromarty	4,337 13 0	114 7 7	1,160 15 7	16,182 19 1	...	317 11 9	119 11 10	
Roxburgh	2,476 12 1	184 11 8	706 10 10	13,441 14 6	...	64 5 3	98 13 8	
Selkirk	520 19 1	15 14 10	297 13 0	4,768 8 7	...	152 1 3	35 15 1	
Shetland	929 19 1	49 16 3	335 6 0	4,126 15 0	...	146 11 0	71 11 0	
Stirling	4,568 10 1	100 15 10	1,255 5 1	21,190 16 9	...	10,597 14 3	214 6 8	
Sutherland	785 4 8	20 2 5	313 0 0	4,616 0 3	...	374 12 10	36 13 9	
Wigtown	1,914 3 3	123 19 4	432 3 0	9,245 18 3	...	1,240 19 8	44 3 5	
Total	104,151 2 2	3,829 16 7	42,701 1 1	699,664 11 5	31,951 13 9	197,735 3 6	7,177 13 1	

Digitized by Google

NDITURE, and LIABILITIES of SCHOOL BOARDS for the year

Amount in each County.

EXPENDITURE.

ce.	Replacement of Furniture, & Repairs to Buildings and Furniture.	Fuel, Light and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
0	3,470 6 5	3,623 2 1	434 12 0	7,408 12 8	5,750 0 7	234 6 3	122 15 4	3,117 10 4	99,338 6 0	7,814 18 2	204,819 14
7	1,277 14 10	916 8 6	178 10 9	1,894 2 3	1,481 2 11	97 9 10	61 17 10	586 16 5	38,738 18 8	985 11 0	60,037 6
7	1,656 8 7	1,972 13 4	126 0 8	4,712 7 10	4,089 18 9	88 7 8	68 3 10	1,051 3 4	71,214 12 6	2,012 5 11	138,509 7
8	567 7 6	736 12 2	79 16 3	1,301 18 10	688 4 3	29 11 6	28 7 2	234 1 2	22,041 2 7	877 14 1	39,139 4 1
6	343 2 1	528 1 1	...	793 9 11	578 12 0	2 4 6	4 6 4	69 8 6	13,825 19 4	1,295 18 2	22,580 19
9	177 5 5	98 3 11	32 12 3	368 15 5	334 18 10	...	...	106 11 2	7,378 2 9	364 1 10	11,732 13
2	333 1 10	246 11 10	230 17 1	1,182 17 3	756 1 6	4 15 4	13 2 11	187 6 6	14,549 14 8	1,336 9 4	35,441 15
1	211 14 10	232 2 5	...	342 1 5	344 5 3	15 1 0	6 4 6	30 8 10	6,647 15 4	17 3 3	10,168 7
3	1,339 16 1	1,044 10 0	259 11 6	1,839 9 4	1,431 0 11	123 17 10	14 9 9	305 7 8	36,159 16 9	807 0 5	58,623 3
5	955 14 2	941 12 6	16 17 11	1,435 15 1	1,658 13 10	59 1 10	55 18 5	366 7 10	30,449 15 4	416 4 11	42,621 8
0	3,500 15 0	5,024 13 6	222 16 11	8,666 4 4	7,592 11 0	138 8 5	167 7 11	2,084 15 10	123,269 11 5	1,240 17 0	254,831 15
4	359 6 4	627 11 8	254 12 11	1,238 10 9	850 9 10	42 2 0	3 7 4	334 3 10	20,194 1 5	803 1 3	38,191 16
2	2,296 15 7	2,41 8 4	183 19 3	3,961 9 0	3,027 16 8	119 2 9	21 8 9	1,354 6 7	65,625 10 3	1,689 16 0	114,720 16
8	1,988 13 6	2,600 13 10	227 5 2	5,368 10 9	3,746 7 7	117 13 4	81 3 7	914 0 6	91,119 4 5	1,202 6 0	158,284 0
2	613 4 2	577 19 6	64 2 5	1,294 8 2	952 9 9	24 7 2	29 7 2	178 11 2	16,374 13 5	1,745 3 5	36,872 7
2	1,226 9 5	646 15 7	94 10 4	1,901 16 4	1,260 14 2	65 3 5	32 11 1	423 4 1	30,358 5 7	702 13 11	60,271 9 1
3	582 7 6	425 8 0	157 14 3	1,025 13 2	600 12 11	0 5 0	6 17 7	74 6 1	14,089 15 8	1,287 16 4	28,932 4 1
3	100 8 1	76 4 0	17 4 8	76 2 11	85 15 10	...	2 10 2	18 19 3	2,019 11 0	83 6 4	2,211 12
1	496 15 9	512 2 0	124 19 0	710 17 10	752 16 3	34 15 2	1 1 6	287 14 8	19,282 1 4	667 6 7	22,090 19
3	8,266 17 6	12,589 17 4	378 5 6	35,925 6 9	26,129 13 3	196 0 6	453 3 9	6,797 19 3	409,813 3 10	20,150 16 4	1,032,113 12
1	395 0 8	544 1 3	248 4 8	915 18 9	771 4 5	1 6 5	6 5 7	233 17 4	17,311 12 4	385 0 4	27,930 7
9	91 4 5	123 13 3	...	275 11 3	123 5 7	0 2 6	...	45 6 4	3,599 9 4	80 7 2	8,594 15
9	240 11 9	297 3 10	42 4 8	317 1 8	140 16 4	17 0 8	...	190 10 9	12,007 11 4	328 12 10	12,243 18
0	112 11 3	134 5 8	52 10 8	217 11 4	324 12 8	14 2 6	...	56 15 6	6,493 11 3	138 4 8	7,287 1
7	1,487 14 5	1,453 15 11	545 8 9	2,582 11 9	1,909 4 4	50 16 6	10 6 2	1,060 16 0	45,199 16 7	3,017 8 2	73,514 19
9	2,833 14 2	3,059 5 2	325 10 10	5,900 2 9	3,538 18 0	441 5 8	84 7 9	1,727 8 0	76,643 12 6	4,835 1 7	176,539 18
8	706 1 11	530 6 6	96 3 9	1,731 9 5	1,003 2 5	23 10 4	36 16 0	575 9 4	27,850 11 2	893 7 9	51,990 16
9	962 15 3	950 5 4	65 9 5	1,444 17 3	1,756 1 8	49 18 11	13 1 7	345 10 0	23,169 4 6	570 5 9	1,416 13
3	341 1 0	299 7 3	16 0 0	550 3 5	524 15 2	27 10 2	...	104 9 10	7,937 3 0	271 19 9	15,221 6
3	227 0 7	84 17 9	4 18 6	469 12 10	304 10 4	62 16 11	5 19 9	59 19 11	7,232 5 5	501 1 1	13,511 6
5	1,244 15 2	1,363 3 3	101 15 8	3,188 5 8	2,430 4 2	25 18 8	6 8 0	521 10 5	49,275 16 5	2,820 15 2	96,695 7
	142 4 5	149 19 3	...	607 10 5	310 0 9	0 10 6	19 5 0	48 17 9	7,627 12 7	331 9 2	17,196 8
	457 6 1	296 19 10	41 0 0	726 15 4	467 0 11	22 16 4	60 18 6	272 8 1	15,837 18 2	26 17 9	23,976 17
	39,008 5 8	45,128 15 10	4,623 15 9	100,376 1 10	75,716 2 10	2,130 9 7	1,417 13 3	23,766 2 3	1,482,576 6 10	59,651 1 5	2,938,264 11

N

Digitized by Google

GENERAL ABSTRACT of STATEMENTS of INCOME and EXPENDITURE of

INCOME.

SCHOOL BOARDS.	Balance on 15th May 1885.	Contributions payable from Common Good of Burgh or other Funds under Section 46.	General Endowments.		Endowments specially destined.	
			(a) Inalienable from the School or from Education.	(b) Alienable from the School and also from Education.	(a) Inalienable from the School or from Education.	(b) Alienable from the School and also from Education.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Aberdeen . .	191 10 6	504 4 2	...	...	164 0 0	...
2. Arbroath . .	650 4 3	75 0 0	...	...	100 0 0	...
3. Ayr. . . .	...	...	...	...	...	79 1 1
4. Dumfries . .	335 6 8	140 0 0	...	168 7 2	...	...
5. Dunfermline . .	41 19 3	130 16 8	...	100 0 0	...	...
6. Edinburgh . .	...	815 3 8	...	...	...	...
7. Elgin . . .	26 12 9	133 17 8	...	...	23 10 10	...
8. Galashiels . .	129 9 9	...	...	...	...	...
9. Glasgow . . .	603 11 2	570 0 0	...	...	...	...
10. Greenock . .	1,812 8 10	139 7 6	...	...	39 9 4	...
11. Haddington . .	123 14 1	45 0 0	...	...	...	...
12. Hamilton . .	...	11 2 4	...	...	...	...
13. Irvine . . .	16 15 0	115 0 0	...	...	...	...
14. Leith . . .	...	...	...	...	...	...
15. Montrose . .	128 17 8	180 0 0	...	...	73 5 0	...
16. Paisley . . .	421 3 11	60 0 0	...	...	130 10 0	...
17. Peebles . . .	98 12 10	100 0 0	...	25 0 0	...	...
18. Perth . . .	11 18 0	276 9 4	101 10 0	...	113 5 6	...
19. Stirling . . .	...	230 8 8	178 12 0	...	13 4 0	...
Total .	4,592 4 10	3,526 10 0	280 2 0	293 7 2	657 4 8	79 1 1
Deduct balances in hand on 15th May 1885	...	...	...	...	...	...
Net Income . .	...	...	...	...	...	...

Digitized by Google

HIGHER CLASS PUBLIC SCHOOLS for the Year ended the 15th May 1886.

INCOME.

	School Fees.	Amount received for Books sold to Scholars.	Payments out of the School Fund.	Loans raised for Enlargement of Schools.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance overdrawn on 15th May 1886.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1.	6,353 11 7	3 4 9	196 18 6	...	...	163 2 0	7,576 11 8	...
2.	1,459 6 5	...	52 18 1	...	2 16 4	1 1 0	2,341 6 1	...
3.	2,611 7 1	...	632 4 7	...	...	155 2 8	3,477 15 5	329 16 9
4.	1,455 1 6	...	59 14 4	...	0 17 6	64 17 0	2,234 4 2	...
5.	476 5 0	...	51 6 0	...	0 0 6	52 15 0	853 2 5	...
6.	3,473 18 3	...	1,023 8 10	...	...	6 0 0	5,318 10 9	459 1 10
7.	797 10 7	...	757 4 6	2,300 0 0	...	1,034 2 0	5,072 18 4	16 9 0
8.	500 8 6	14 14 0	33 13 6	...	...	...	578 5 9	...
9.	6,606 8 3	1 7 3	2,155 3 6	...	...	...	9,936 10 2	...
10.	1,534 5 6	...	818 17 4	...	...	1 4 0	4,345 12 6	...
11.	701 1 3	...	160 12 1	...	0 4 1	130 0 0	1,160 11 6	...
12.	1,230 5 10	...	125 0 0	...	...	58 3 9	1,424 11 11	194 0 11
13.	562 18 11	...	67 8 2	...	...	28 13 6	790 15 7	161 5 5
14.	478 4 0	...	70 7 1	...	0 2 6	56 6 6	605 0 1	...
15.	1,518 8 10	...	167 17 0	700 0 0	...	71 7 11	2,839 16 5	...
16.	1,599 11 4	...	465 13 1	...	1 8 3	6 8 0	2,684 14 7	...
17.	237 19 9	...	...	...	0 19 10	9 0 0	464 12 5	...
18.	1,651 8 5	...	599 11 6	...	6 1 4	399 16 11	3,160 1 0	1 3 10
19.	1,169 12 10	...	1 13 5	...	...	143 6 6	1,736 17 5	326 11 10
	34,427 13 10	19 6 0	7,439 11 6	3,000 0 0	12 10 4	2,374 6 9	56,701 18 2	1,488 9 7
	...	...	...	...	...	...	4,592 4 10	...
	...	...	...	...	...	...	52,109 13 4	...

Digitized by Google

GENERAL ABSTRACT of STATEMENTS of INCOME and EXPENDITURE OF

EXPENDITURE.

SCHOOL BOARDS.	Balance on 15th May 1885.	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus, and Stationery.	Fuel Light and Cleaning.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Aberdeen . .	...	6,448 19 4	...	32 19 11	346 4 10	244 10 0
2. Arbroath .	...	1,598 17 3	...	25 10 1	55 18 0	12 6 10
3. Ayr . . .	394 7 4	2,605 7 11	...	71 3 2	89 4 7	6 12 5
4. Dumfries . .	...	1,843 11 10	...	15 16 3	65 5 0	36 14 10
5. Dunfermline .	...	655 1 8	...	23 4 6	42 8 5	4 13 0
6 Edinburgh .	496 16 11	4,175 2 10	...	69 10 2	145 11 1	119 13 2
7. Elgin . .	...	922 10 0	3,855 0 0	16 8 7	27 19 5	4 7 4
8. Galashiels .	...	509 15 2	...	15 19 11	5 17 6	...
9. Glasgow . .	...	6,215 1 3	...	174 16 11	249 11 2	79 17 5
10. Greenock .	...	1,706 12 5	230 4 6	49 15 7	172 16 3	102 15 3
11. Haddington .	...	725 5 8	...	26 19 4	49 11 9	26 13 10
12. Hamilton . .	176 12 5	1,267 6 5	...	20 0 3	43 7 9	54 1 4
13. Irvine . .	...	796 0 0	13 3 4	33 13 9	17 10 0	31 15 3
14. Leith . .	...	491 6 9	...	9 11 4	63 9 8	5 15 0
15. Montrose . .	...	1,669 14 1	700 0 0	8 9 1	76 9 8	70 14 9
16. Paisley . .	...	1,891 11 1	...	17 19 7	98 0 10	94 11 4
17. Peebles . .	...	362 19 9	...	...	...	3 6 2
18. Perth . .	...	2,529 0 6	...	45 0 0	97 11 6	69 3 0
19. Stirling . .	308 7 1	1,563 14 1	...	...	64 19 3	57 15 8
Total . . .	1,376 3 9	37,977 18 0	4,798 7 10	666 18 5	1,711 16 8	1,025 6 7
Deduct balances overdrawn on 15th May 1885 .	...	...	...	...	...	...
Net Expenditure	...	...	...	..	...	...

Digitized by Google

Higher Class Public Schools for the Year ended the 15th May 1886.

EXPENDITURE.

	Interest on Loans.	Repayment of Loans.	Rent, Rates, Taxes, and Insurance.	Expenses Incident to Annual Examination.	Printing, Postages, Advertising, &c.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1886.	Liabilities on 15th May 1886.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1.	...	...	123 6 6	...	59 12 4	111 18 10	7,367 11 9	208 19 11	...
2.	...	...	17 5 5	20 1 3	6 2 5	10 10 0	1,756 11 3	584 14 10	584 14 10
3.	292 8 10	213 15 0	51 1 11	21 8 7	18 12 10	43 9 7	3,807 12 2	...	8,141 10 7
4.	...	...	18 0 8	46 7 8	4 19 6	3 0 10	2,033 16 7	200 7 7	...
5.	...	...	11 19 4	12 12 0	13 9 0	67 18 4	841 6 3	11 16 2	...
6.	52 11 1	41 8 7	174 7 11	81 3 2	144 4 8	277 3 0	5,777 12 7	...	1,929 8 7
7.	59 14 8	...	9 19 10	24 9 7	18 6 6	150 11 5	5,089 7 4	...	2,316 9 0
8.	...	...	21 19 0	7 7 0	0 2 6	...	561 1 1	117 4 8	...
9.	1,029 7 0	680 0 0	225 1 4	89 16 0	158 16 10	361 1 10	9,363 9 9	673 0 5	28,900 0 0
10.	208 3 11	53 17 11	92 19 8	35 0 6	22 4 7	90 7 6	2,764 18 1	1,580 14 5	4,844 16 3
11.	105 9 5	40 12 8	28 14 7	...	5 11 0	6 3 6	1,015 1 9	145 9 9	2,779 9 3
12.	...	...	23 2 2	21 0 0	13 2 6	...	1,618 12 10	...	194 0 11
13.	9 1 8	...	6 7 6	10 10 0	10 3 10	23 15 8	952 1 0	...	396 5 5
14.	...	...	17 15 1	7 7 0	9 12 6	0 1 9	604 19 1	0 1 0	...
15.	97 2 4	60 0 0	3 12 6	...	9 15 0	49 7 6	2,745 4 11	94 11 6	640 0 0
16.	179 1 0	43 9 6	46 9 4	33 9 10	4 18 6	73 0 0	2,482 11 0	202 3 7	5,640 13 2
17.	...	...	0 6 8	5 5 0	...	...	371 17 7	92 14 10	...
18.	34 14 5	56 5 7	54 0 1	50 4 10	12 16 6	212 8 5	3,161 4 10	...	936 18 0
19.	...	...	14 19 3	1 13 5	14 5 5	37 15 1	2,063 9 3	...	326 11 10
	2,067 14 4	1,189 9 3	941 8 9	477 15 10	526 16 5	1,518 13 3	54,278 9 1	3,911 18 8	57,630 17 10
	...	...	...	...	...	...	1,376 3 9	...	...
	...	...	...	...	...	...	52,902 5 4	...	...

Digitized by Google

LIST OF PAYMENTS by Town Councils from Common Good of Burghs, or other Funds, under Section 46.

1st, To Public Schools.

Annan	£119	0	0
Anstruther-Easter	10	0	0
Anstruther-Wester	5	0	0
Banff	110	0	0
Brechin	90	0	0
Burntisland	29	0	0
Campbeltown	20	0	0
Culross	17	2	4
Dumbarton	100	0	0
Dunbar	80	0	0
Dysart	50	0	0
Forfar	200	0	0
Forres	110	0	0
Foveran	37	14	6
Kirkcaldy	134	0	0
Kirkcudbright	205	0	0
Lanark	40	0	0
Musselburgh	51	10	0
Pittenweem	35	0	0
Port-Glasgow	35	0	0
Renfrew	223	0	0
Rutherglen	60	0	0
Selkirk	20	0	0
Stirling	105	15	4
Total	£1,607	2	2

2nd, To Higher Class Schools.

Aberdeen	£504	4	2
Arbroath	75	0	0
Dumfries	140	0	0
Dunfermline	139	0	0
Edinburgh	815	3	8
Elgin	123	17	8
Glasgow	570	9	0
Greenock	139	7	6
Haddington	45	0	0
Hamilton	11	2	4
Irvine	115	0	0
Montrose	180	0	0
Paisley	60	0	0
Peebles	100	0	0
Perth	270	9	4
Stirling	236	3	8
Total	£3,525	13	4

EDINBURGH: PRINTED BY NEILL AND COMPANY
FOR HER MAJESTY'S STATIONERY OFFICE.

Digitized by Google

Digitized by Google

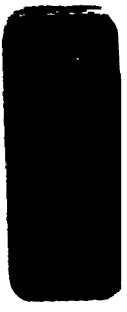
Digitized by Google

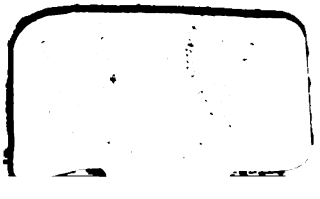
Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google





Digitized by Google

Digitized by Google